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ABSTRACT

This document describes the North Carolina Open-Ended Assessment for grades 4 and 8 and presents results for the 2000-2001 administration. The assessment emphasizes higher level thinking skills and requires students to apply or demonstrate skills and knowledge beyond the recall level on challenging subject matter. The open-ended assessments were administered in 2000-2001 to all students in grades 4 and 8, including those in charter schools. Each form of the open-ended assessment is designed around a reading passage or passages with test items loosely linked to passage content. Each assessment consists of six reading and six mathematics items. The fourth grade test required narrative writing; the eighth grade test required expository writing. Results from the 2000-2001 grade four assessment indicate that students have difficulty analyzing text, making inferences, and drawing conclusions from what they have read. Students are usually able to read and comprehend at a concrete level, but have difficulty using the text as support for analysis and evaluation. The statewide total mean scale score for the 101,697 students tested in grade 4 was 51.4. The statewide total mean scale score for eighth graders were 53.4 for the 93,934 students taking the test. For both years, there were differences in the performance of racial and ethnic groups. Females generally scored slightly higher than males. Detailed results are provided in a series of tables and figures, and test form samples and sample test questions are included. (Contains 8 figures and 20 tables.) (SLD)

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North Carolina Open - Ended Assessment

Report of Student Performance

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Grades 4 and 8
2000 - 2001

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The 2000 - 2001

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North Carolina
Open-Ended Assessment
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The 2000 - 2001 Report of Student Performance
North Carolina Open-Ended Assessment
Grades 4 and 8

Background

The North Carolina Open-Ended Assessment, Grades 4 and 8, like the North Carolina *Standard Course of Study*, places an emphasis on higher level thinking skills – the ability of students to access, organize, process, analyze, evaluate and apply information to solve real-world problems and make informed decisions. The assessment requires students to apply or demonstrate skills and knowledge beyond the recall level on challenging subject matter. Traditional test items often require students to choose from a list of provided possible answers; however, the open-ended format requires students to generate their own responses and write out their thoughts. The quality of a student's response is judged by the level of the student's explanation.

The initial open-ended assessment was implemented in 1992-1993 in North Carolina at grades 3-8. The tests contained reading, mathematics, and social studies items and were scored centrally by teachers during the summer. No individual student scores were provided from the earlier versions.

In 1995-96 the number of tests included in the statewide testing program was reduced. As a result, the open-ended assessments at grades 3-8 were suspended in order to reduce the volume of tests and to restructure the format of the open-ended assessments. In addition, in order to be consistent with the mandates of the ABCs, only reading and mathematics are to be the focus of the revised assessment with some integration of science and social studies content.

Effective in 1996-97, the open-ended assessments were reinstated. The North Carolina Open-Ended Assessment was administered to students at grades 5 and 8 on a state-designated date in November. Because it was administered in the fall, the assessment at grade 5 measured grade 4 goals and objectives in the Communications Skills and Mathematics Curricula, and the assessment at grade 8 measured grade 7 goals and objectives in the Communications and Mathematics Curricula. The assessment was suspended during the 1998-1999 school year but was reinstated in 1999-2000 at grades 4 and 8. Open-ended assessments are now administered at grades 4 and 8 and are designed around a reading passage(s). While the assessment emphasizes reading, mathematics, and writing skills, social studies and science goals and objectives are embedded in the mathematics and reading items. Grade 8 still measures grade 7

objectives and grade 4 measures grade 3 objectives. One form of the test is administered statewide at grade levels 4 and 8 each year. Students are required to complete the test in 90 minutes.

Who is administered the assessment?

All public school students, including those enrolled in charter schools, at grades 4 and 8 participate in the open-ended assessment.

What is the format and content of the assessment?

Each form of the open-ended assessment is designed around a reading passage(s) with test items that are loosely linked to the content of the passage(s). The passage(s) may include a variety of genres and writing for different purposes. Students may be directed to respond to open-ended items by:

- Constructing a response
- Writing sentences
- Designing brochures
- Explaining an author's purpose
- Solving problems
- Constructing tables, charts, or graphs
- Interpreting data
- Analyzing information
- Writing an essay

Each assessment consists of 12 items – six reading and six mathematics. Students are required to respond to the items in the space provided in the test booklet. While the content of the mathematics items is thematically linked to the reading passage, these items consistently measure the mathematics goals, objectives, and strands as independent items. Social studies and science skills and content are embedded within some of the reading and mathematics items.

The reading section of the grade 4 test contains an item that requires narrative writing; the grade 8 test contains an item that requires expository writing. These items allow for a three-fourths page response, and the scoring rubrics are developed to evaluate reading comprehension, composing, and applied language conventions.

How is the assessment scored?

Professional scorers score the open-ended assessment at grades 4 and 8. Data Recognition Corporation (Minneapolis, MN), the contractor in 1996-1997, 1997-1998, and 1999-2000 served as the contractor again in 2000-2001. The scorers are trained using rubrics, scoring guides, and training materials developed by an advisory group of North Carolina teachers, curriculum specialists and NCDPI testing staff.

For scoring purposes, there is a general rubric for reading and a general rubric for mathematics. The use of a general rubric insures that the same level of expectation is maintained for all items within a content area. For example, a score point of two on one reading item should describe the same level of performance as a two on another reading item. In addition to a general rubric, each item has a specific scoring rubric that defines the levels of expectation for that particular item.

The number of score points in a rubric depends on the complexity of the item. Rubrics for items on the open-ended assessment range from two score points on a simple question to four score points for more complex items that require substantial elaboration.

What are the general rubrics for reading and mathematics?

The general rubrics for reading and mathematics items, which remain the same across years and forms, follow.

GENERAL RUBRIC

Reading

0	Answer is unresponsive, unrelated, or inappropriate.
1	Answer deals with material on a concrete, literal level that is accurate in most dimensions.
2	Answer deals with most aspects of the question and makes correct inferences, although minor errors may exist. Comprehension is on an inferential level. The key skills are synthesis and analysis.

3 Answer addresses all aspects of the question, uses sound reasons and cites and explains appropriate examples. Uses skills of evaluation as well as analysis and synthesis.

GENERAL RUBRIC

Mathematics

0 Answer is unresponsive, unrelated, or inappropriate. Nothing correct.

1 Addresses item but only partially correct; something correct related to the question.

2 Answer deals correctly with most aspects of the question, but something is missing. May deal with all aspects but have minor errors.

3 All parts of the question are answered accurately and completely. All directions are followed.

How are scores reported?

LEA, school, and individual student reports from the November 2000 administration of the test, as well as student test booklets were returned to school systems in March 2001. On the individual student report, students received an open-ended total scale score with subscores for reading and mathematics. The graphic for each score shows the scale score obtained with bars to the left and right indicating one standard error of measurement around the score. The length of the bar indicates that the true score will be within this range of scale scores two-thirds of the time. (Samples of individual student reports are provided in the appendix of this report.)

Student scores provide feedback to teachers for a clearer link between instruction and student performance. In addition, scoring guides are distributed to the teachers to assist with the interpretation of the open-ended test scores to students, parents, and administrators.

Raw Scores.
A score point of zero is given to responses that contain no information that is correct. A score point of one is assigned to responses at the concrete, literal level. At the higher score points

student answers are expected to be more complete, to have clear explanations, and to go beyond the literal level. Also at the higher score points students are expected to provide responses that demonstrate skills in analysis, interpretation, and/or evaluation of ideas and concepts.

Scale Scores.
The scales for the open-ended assessment were derived from the characteristics of the items when they were field tested during the 1997-1998 school year. Each of the three scales for each grade (reading, mathematics, and total score) was calibrated to have a mean of 50 and a standard deviation of 10. Table A (below) shows the state statistics for the 2000-2001 administration of the tests.

Table A. North Carolina Open-Ended Assessment Descriptive Statistics

			Total		Reading		Mathematics	
Grade	Year	N	Mean(SD)	Range	Mean(SD)	Range	Mean(SD)	Range
4	2000-2001	101,697	51.4(9.4)	24-90	49.6(10.2)	21-93	53.1(11.1)	26-98
8	2000-2001	93,934	53.4(10.4)	23-92	49.7(10.2)	16-88	57.2(12.7)	30-101

Achievement Levels.
Achievement levels are not available for the grade 4 assessment. The distribution of scale scores and the achievement level ranges for grade 8 are located in Table B below. These achievement level ranges were determined using the state student score distribution and valuable input from North Carolina language arts/reading and mathematics teachers who participated in the 1996-1997 test administration.

Table B. North Carolina Open-Ended Assessment Grade 8 Achievement Levels and Scale Scores

Achievement Level	Scale Scores		
	Reading	Mathematics	Total
Level I	16-35	30-36	23-37
Level II	36-44	37-48	38-47
Level III	45-58	49-61	48-59
Level IV	59-88	62-101	60-92

Equating Study

During the November 2000 administration of the North Carolina Open-Ended Assessment, an equating study was conducted to ensure that test forms are comparable from year to year. In order to accomplish this study, approximately one of every twenty-seven students administered the open-ended assessment received an equating study test form.

2000-2001 state-level Open-Ended Assessment results Grade Four

Results from the 2000-2001 administration revealed that students have difficulty analyzing text, making inferences, and drawing conclusions from what they have read. While students are usually able to read and comprehend at a concrete, literal level, they have difficulty using the text as support for analysis and evaluation. Students have difficulty using the supporting details of the text to go beyond the plot to the abstract.

Whether it is map reading, giving directions, or analyzing artwork, students have difficulty going beyond the literal level. Students also have difficulty with mathematics problems that require analyzing or creating charts, graphs, or tables. They appear to be unable to analyze the problems step-by-step. Because many of the reading and mathematics items are multi-leveled, students are required to read the problems carefully and acquire an understanding of the task before they respond to a problem.

The statewide total mean scale score for the 101,697 students tested in grade 4 in 2000-2001 was 51.4. The statewide mean mathematics scale score for these students was 53.1 and for reading it was 49.6.

Performance of subgroups at grade four

Gender. The 2000-2001 total mean scale score for the 49,639 females tested was 52.5 and the total mean scale score for the 51,691 males tested was 50.4. On the average, females scored 51.0, while males averaged 48.3 on the reading items for a difference of 2.7 points; in mathematics, the female scale score average was 53.8 and the male scale score average was 52.5 for those tested for a difference of 1.3 points.

Ethnicity. The total mean scale score for the 1,765 American Indian students taking the test was 47.9 compared to 53.9 for the 1,515 Asian students, 46.7 for the 30,760 Black students, 48.9 for the 3,879 Hispanic students, 51.5 for the 2,073 Multi-racial students, 54.0 for the 60,763 White students, and 50.3 for the 617 Other students.

The average reading scale score for American Indian students taking the test was 46.1 compared to 50.9 for Asian students, 45.5

for Black students, 47.3 for Hispanic students, 50.1 for Multi-racial students, 52.0 for White students, and 48.2 for Other students.

The mean scale score for American Indian students taking the mathematics test was 49.5 compared to 56.7 for Asian students, 48.0 for Black students, 50.5 for Hispanic students, 52.9 for Multi-racial students, 55.9 for White students, and 52.3 for Other students.

Figure 1 depicts the total scale score at grade 4 by ethnicity and gender. Figure 3 illustrates the mean reading scale score at grade 4 by ethnicity and gender; Figure 5 illustrates the mean mathematics scale score at grade 4 by ethnicity and gender.

Exceptionality. The total mean scale score for all students was 51.4. Academically gifted students scored significantly above the average with a total mean scale score of 62.7. Students with disabilities scored from 20.7 points below to 1.6 points above the mean scale score for all students (depending upon their category of disability).* Section 504 (48.2) and Limited English Proficient (45.9) students scored below the average for all students.

Table 3 provides detailed results for exceptional, Section 504, Limited English Proficient students.

Modifications. Students receiving modifications scored from 0.8 to 13.1 points below the total mean score of 51.4 for all students. Students receiving large-print editions of the test, however, scored closest to the total mean scale score for all students (50.6).

Table 4 provides detailed results for students receiving modifications.

Title I. The mean total scale score for students *not* in a Title I program was 53.4 compared to 49.2 for students in a School-wide Title I program, 48.3 for students in a Targeted Assistance Title I program, and 50.3 for students in a Migrant Title I program.

Table 5 provides detailed results for students participating in Title I programs.

* The numbers listed here may not match those shown in the table due to the small number of students in the categories.

Grade Eight

The statewide total mean scale score for students in grade 8 in 2000-2001 was 53.4 with 93,934 students taking the test. The statewide mean mathematics scale score for these students was 57.2 and for reading it was 49.7.

Performance of subgroups at grade eight

Gender. The 2000-01 total mean scale score for the 46,342 females tested was 54.6 and the total mean scale score for the 47,413 males tested was 52.3. On the average, females scored 51.5, while males averaged 47.9 on the reading items for a difference of 3.6 points; in mathematics, the female mean scale score was 57.8 and the male mean scale score was 56.7 for a difference of 1.1 points.

Ethnicity. The total mean scale score for the 1,584 American Indian students taking the test was 48.3 compared to 56.0 for the 1,520 Asian students, 47.6 for the 26,953 Black students, 49.3 for the 2,900 Hispanic students, 53.0 for the 1,724 Multi-racial students, 56.4 for the 58,679 White students, and 52.1 for the 432 Other students.

The average reading scale score for American Indian students taking the test was 44.6 compared to 50.9 for Asian students, 45.0 for Black students, 45.9 for Hispanic students, 49.9 for Multi-racial students, 52.1 for White students, and 48.6 for Other students.

The mean for American Indian students taking the mathematics test was 52.0 compared to 61.1 for Asian students, 50.2 for Black students, 52.7 for Hispanic students, 56.1 for Multi-racial students, 60.8 for White students, and 55.7 for Other students.

Figure 2 depicts the mean total scale scores at grade 8 by ethnicity and gender. Figure 4 illustrates the mean reading scale scores at grade 8 by ethnicity and gender; Figure 6 illustrates the mean mathematics scale score at grade 8 by ethnicity and gender.

Exceptionality. The total mean scale score for all students was 53.4. Academically gifted students scored significantly above the average with a total mean scale score of 66.0. Students with disabilities scored from 21.0 points below to 0.4 points below the mean scale score for all students (depending upon their category of disability). Section 504 (49.3) and Limited English Proficient (44.1) students scored below the average for all students.*

* The numbers listed here may not match those shown in the table due to the small number of students in the categories.

Table 3 provides detailed results for exceptional, Section 504, Limited English Proficient students.

Modifications. Students receiving modifications scored from 0.4 points above to 16.4 points below the total mean score of 53.4 for all students. Students receiving the use of the typewriter or word processor modification scored above the total mean scale score for all students (53.8).*

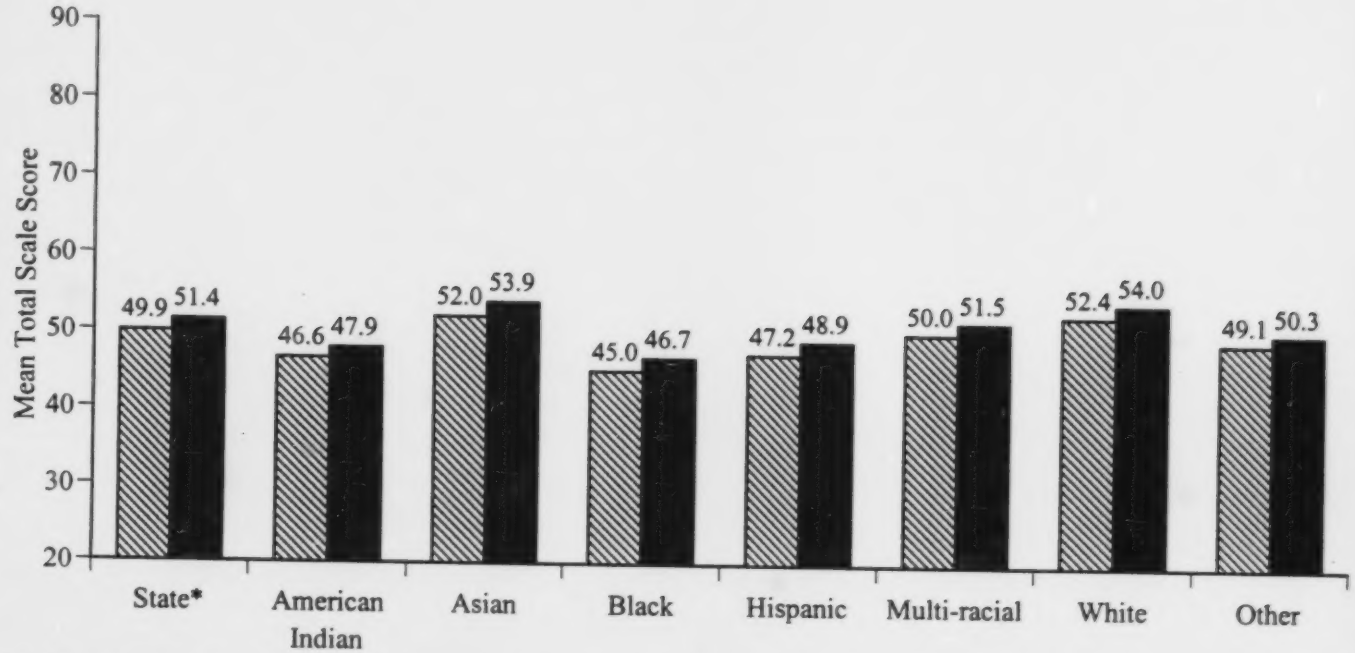
Table 4 provides detailed results for students receiving modifications.

Title I. The mean total scale score for students *not* in a Title I program was 54.0 compared to 50.5 for students in a School Wide Title I program, 49.8 for students in a Targeted Assistance Title I program, and 46.5 for students in a Migrant Title I program.

Table 5 provides detailed results for students participating in Title I programs.

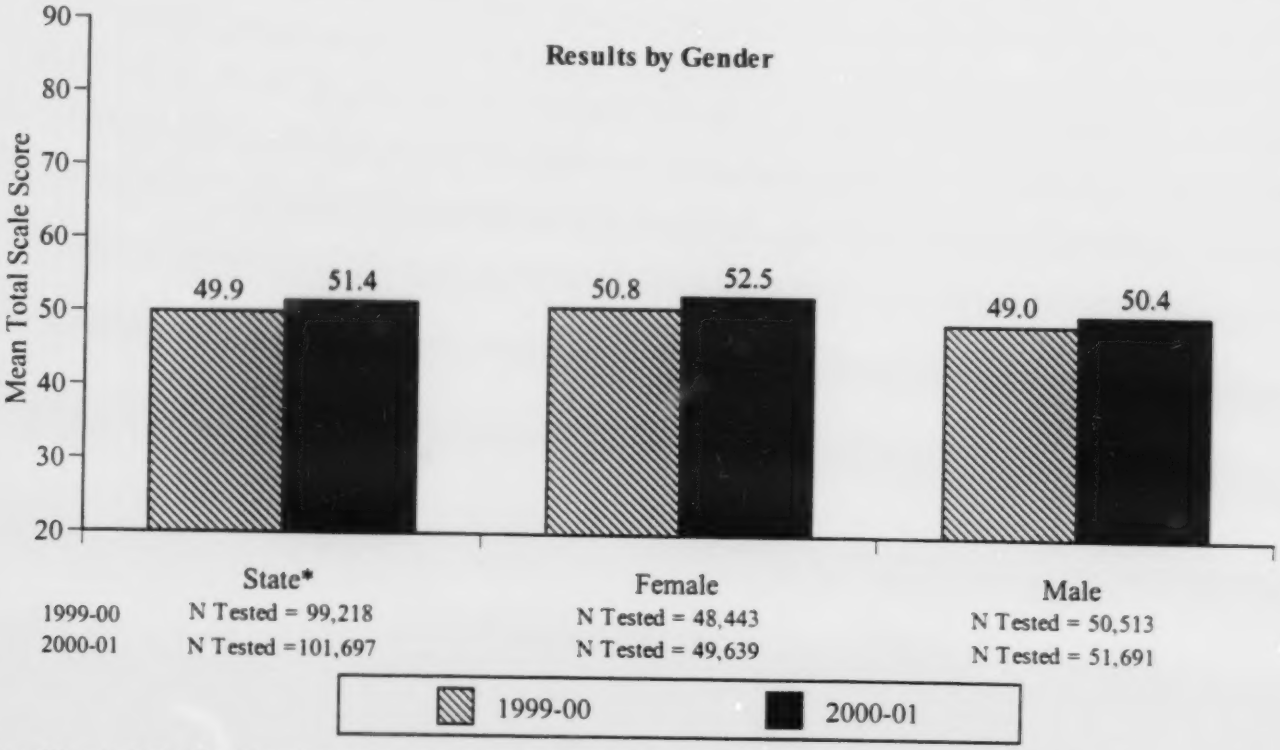
* The numbers listed here may not match those shown in the table due to the small number of students in the categories.

Figure 1. 1999-2000 and 2000-2001 North Carolina Open-Ended Assessment
Mean Total Scale Scores
Grade 4
Results by Ethnic Group



	State*	American Indian	Asian	Black	Hispanic	Multi-racial	White	Other
1999-00	N Tested =99,218	N Tested = 1,553	N Tested = 1,531	N Tested = 29,406	N Tested = 3,070	N Tested = 1,621	N Tested = 61,248	N Tested = 550
2000-01	N Tested =101,697	N Tested = 1,765	N Tested = 1,515	N Tested = 30,760	N Tested = 3,879	N Tested = 2,073	N Tested = 60,763	N Tested = 617

Results by Gender

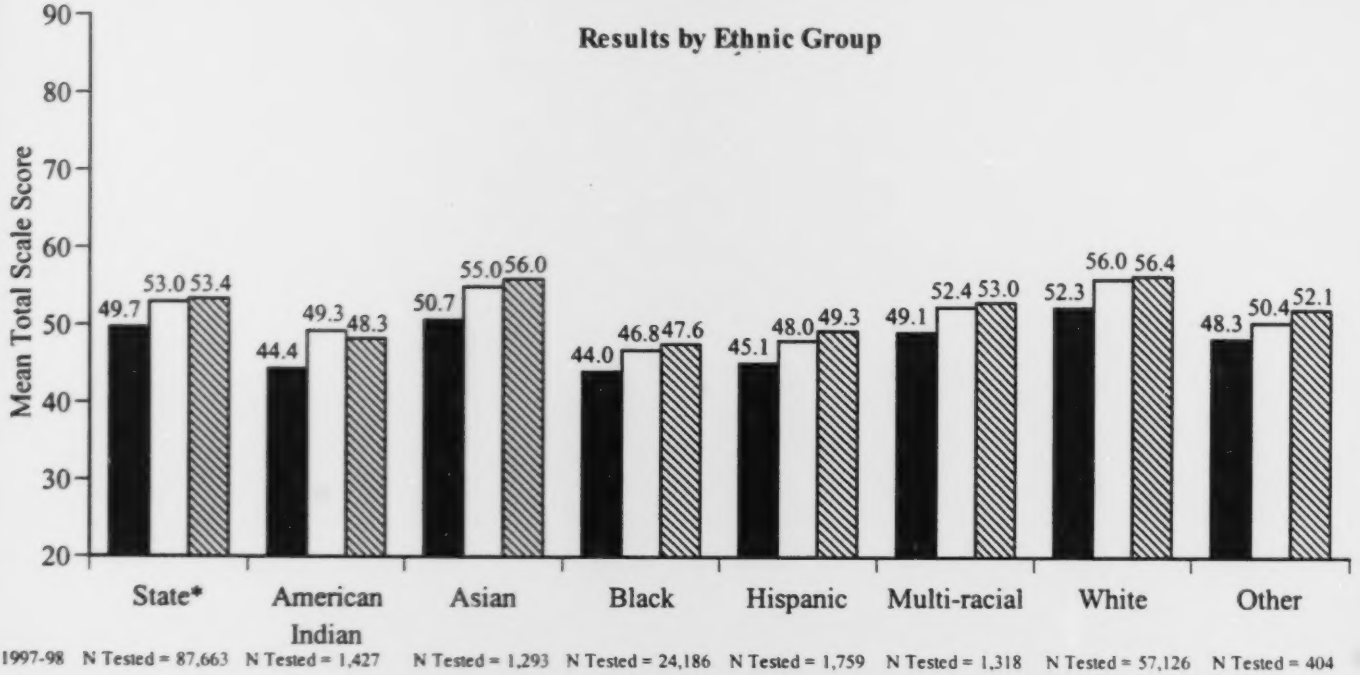


	State*	Female	Male
1999-00	N Tested = 99,218	N Tested = 48,443	N Tested = 50,513
2000-01	N Tested =101,697	N Tested = 49,639	N Tested = 51,691

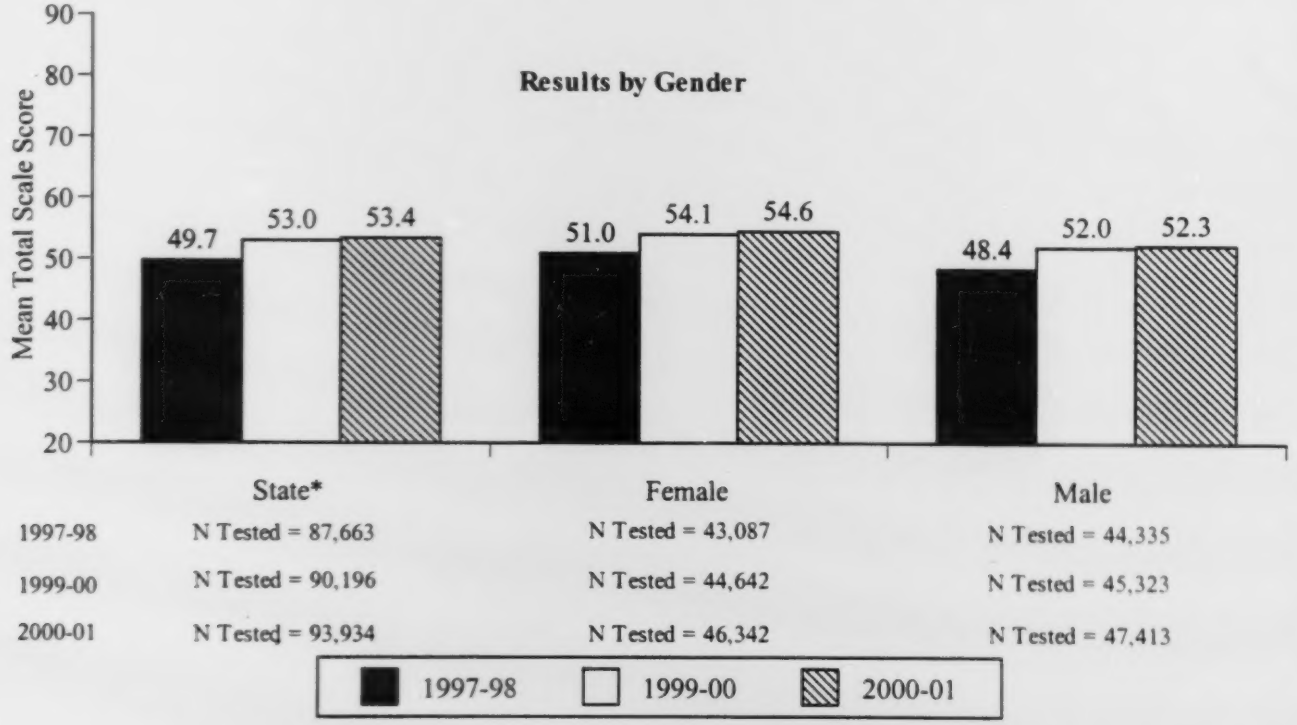
Note: *State includes all public school systems (LEA) and charter schools. Gender and ethnicity were not coded for all students.

Figure 2. 1997-1998, 1999-2000, and 2000-2001 North Carolina Open-Ended Assessment Mean Total Scale Scores

Grade 8



1997-98	N Tested = 87,663	N Tested = 1,427	N Tested = 1,293	N Tested = 24,186	N Tested = 1,759	N Tested = 1,318	N Tested = 57,126	N Tested = 404
1999-00	N Tested = 90,196	N Tested = 1,389	N Tested = 1,516	N Tested = 25,077	N Tested = 2,354	N Tested = 1,376	N Tested = 58,014	N Tested = 369
2000-01	N Tested = 93,934	N Tested = 1,584	N Tested = 1,520	N Tested = 26,953	N Tested = 2,900	N Tested = 1,724	N Tested = 58,679	N Tested = 432



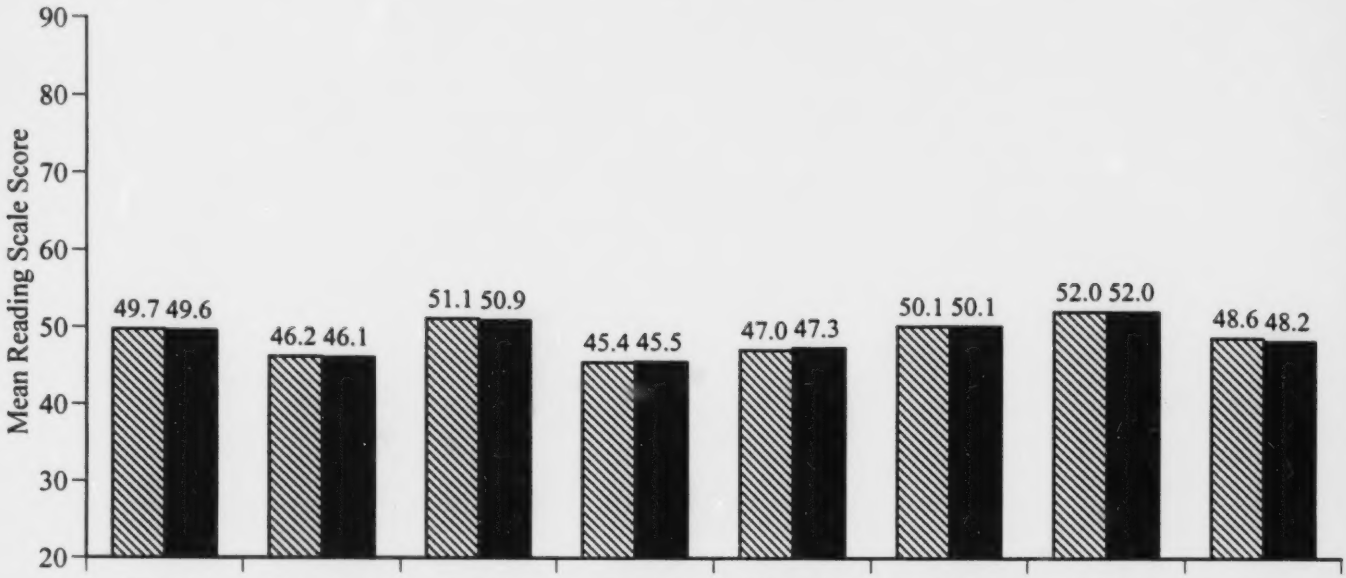
1997-98	N Tested = 87,663	N Tested = 43,087	N Tested = 44,335
1999-00	N Tested = 90,196	N Tested = 44,642	N Tested = 45,323
2000-01	N Tested = 93,934	N Tested = 46,342	N Tested = 47,413

Note: * State includes all public school systems (LEA) and charter schools. Gender and ethnicity were not coded for all students. Test not administered in 1998-99.

Figure 3. 1999-2000 and 2000-01 North Carolina Open-Ended Assessment Mean Reading Scale Scores

Grade 4

Results by Ethnic Group



	State*	American Indian	Asian	Black	Hispanic	Multi-racial	White	Other
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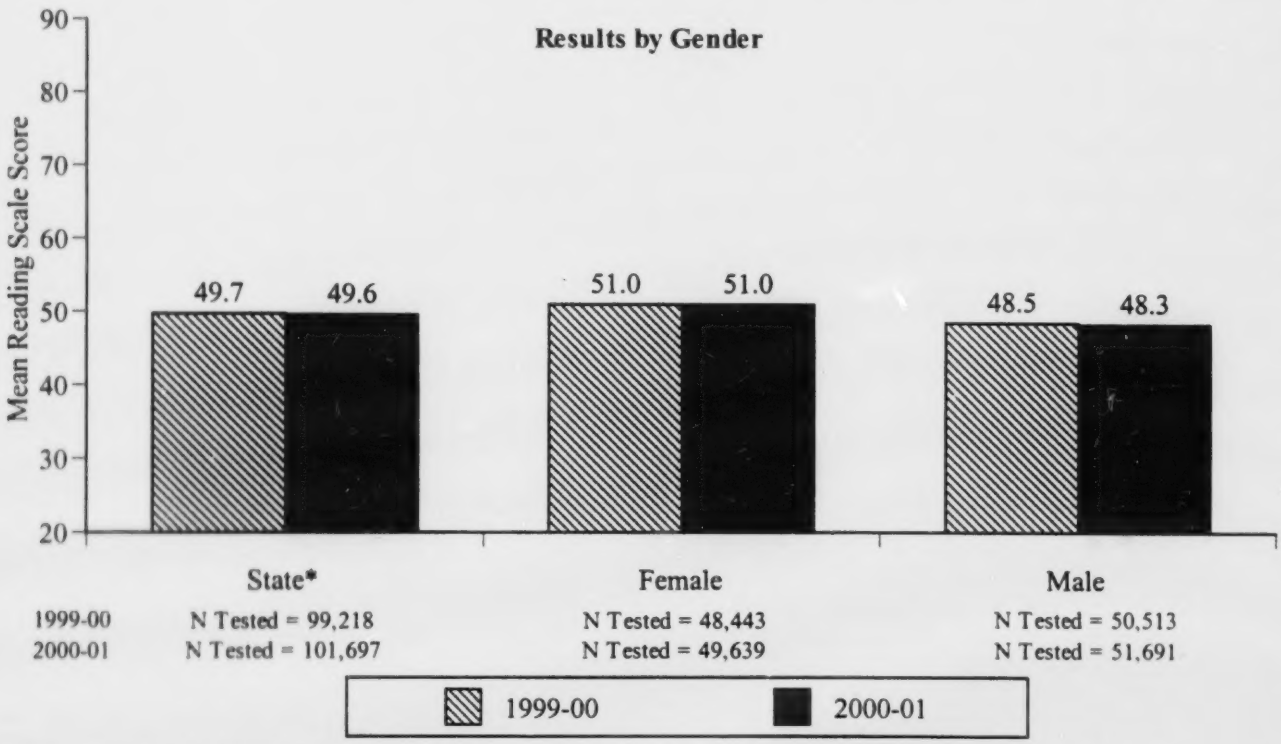
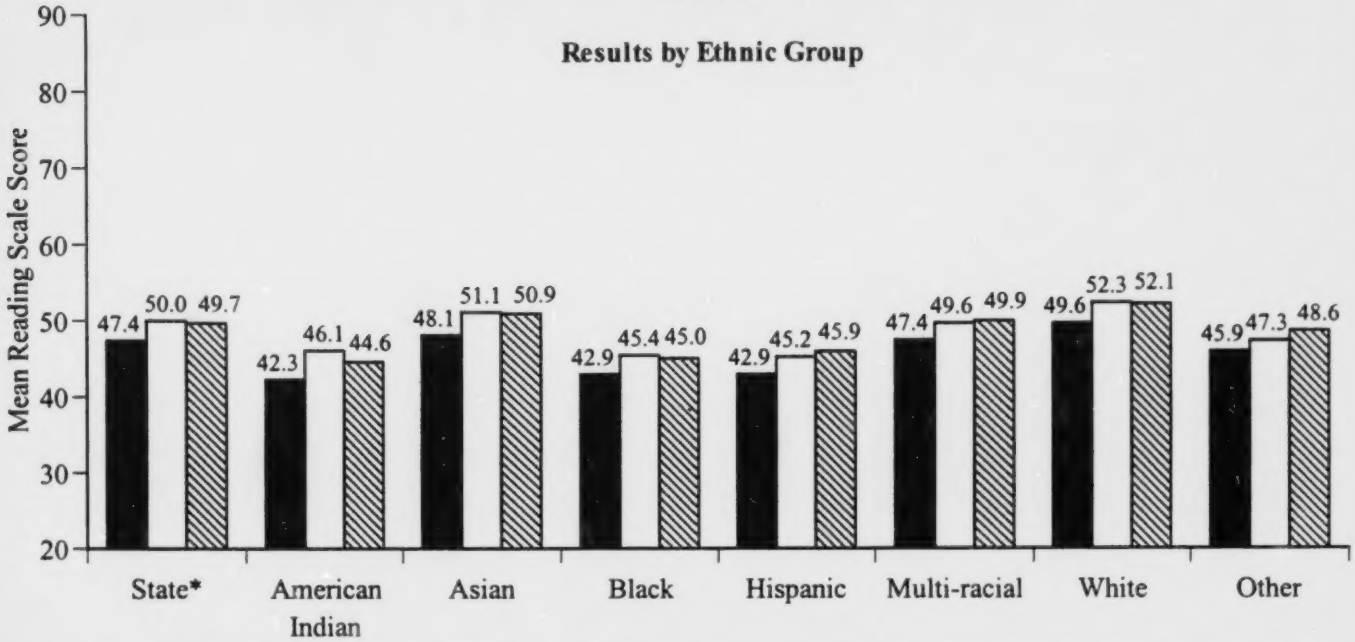
Results by Gender



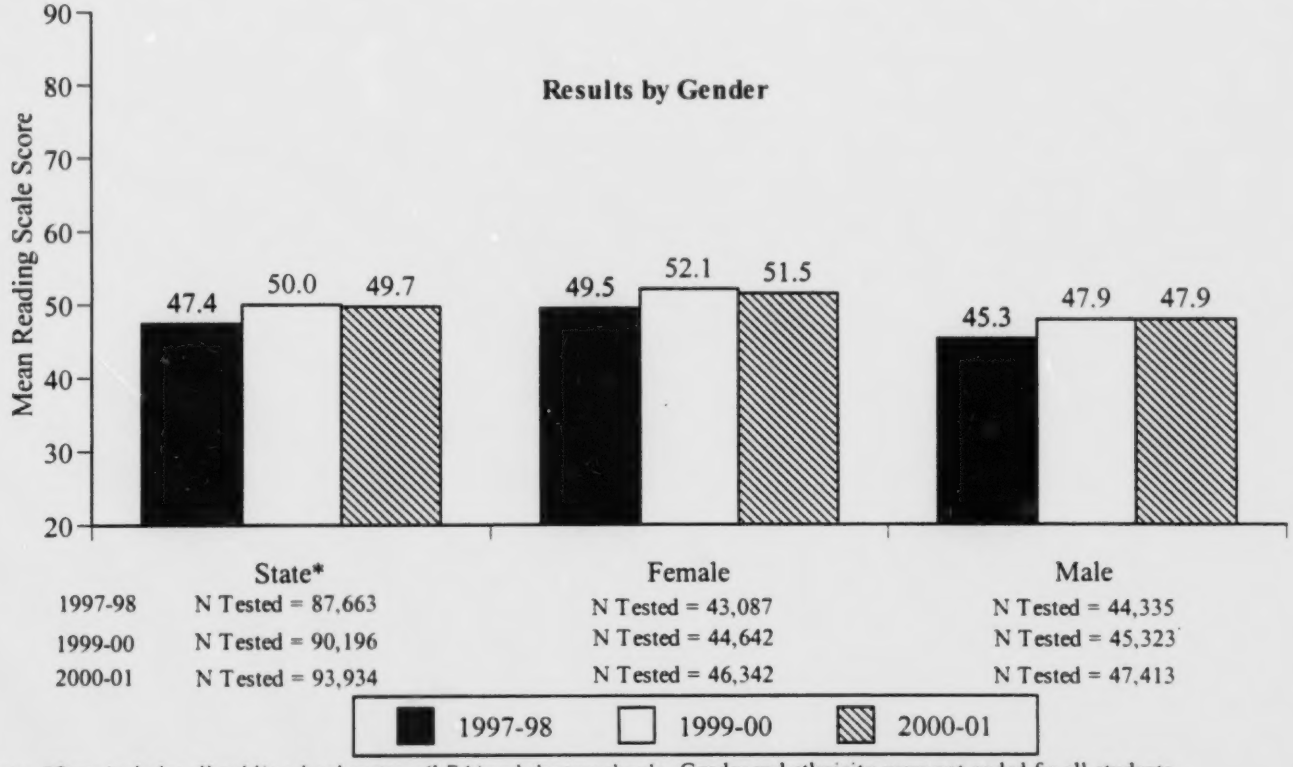
	State*	Female	Male
1999-00	N Tested = 99,218	N Tested = 48,443	N Tested = 50,513
2000-01	N Tested = 101,697	N Tested = 49,639	N Tested = 51,691

Note: * State includes all public school systems (LEA) and charter schools. Gender and ethnicity were not coded for all students.

Figure 4. 1997-1998, 1999-2000 and 2000-2001 North Carolina Open-Ended Assessment
Mean Reading Scale Scores
Grade 8



1997-98	N Tested = 87,663	N Tested = 1,427	N Tested = 1,293	N Tested = 24,186	N Tested = 1,759	N Tested = 1,318	N Tested = 57,126	N Tested = 404
1999-00	N Tested = 90,196	N Tested = 1,389	N Tested = 1,516	N Tested = 25,077	N Tested = 2,354	N Tested = 1,376	N Tested = 58,014	N Tested = 369
2000-01	N Tested = 93,934	N Tested = 1,584	N Tested = 1,520	N Tested = 26,953	N Tested = 2,900	N Tested = 1,724	N Tested = 58,679	N Tested = 432



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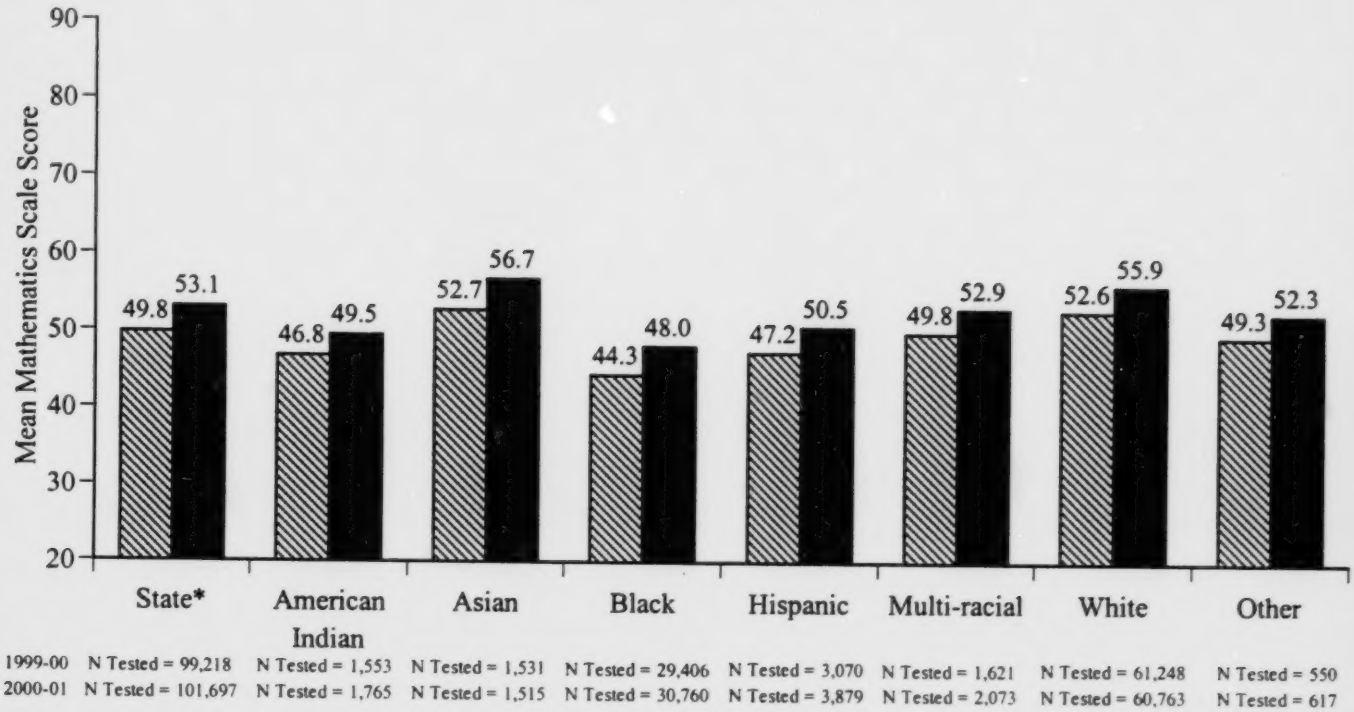
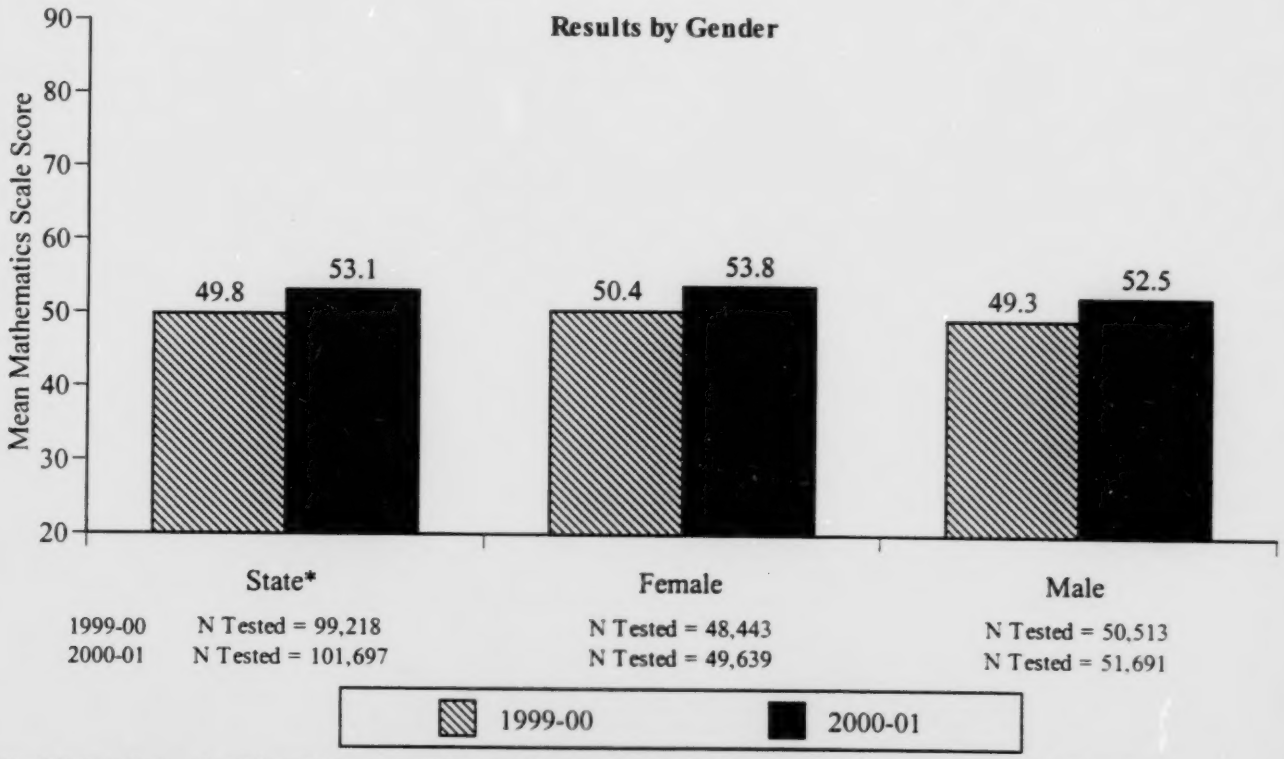
Note: *State includes all public school systems (LEA) and charter schools. Gender and ethnicity were not coded for all students. Tests not administered in 1998-99.

Figure 5. 1999-2000 and 2000-2001 North Carolina Open-Ended Assessment
Mean Mathematics Scale Scores
Grade 4

Results by Ethnic Group



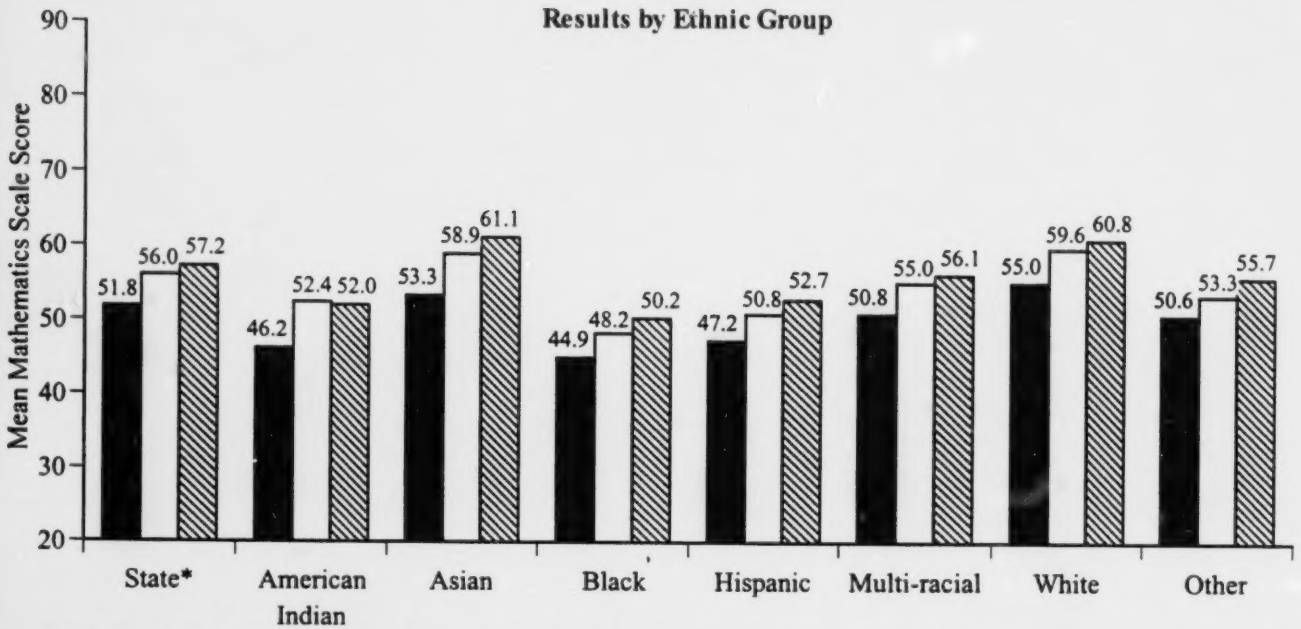
Results by Gender



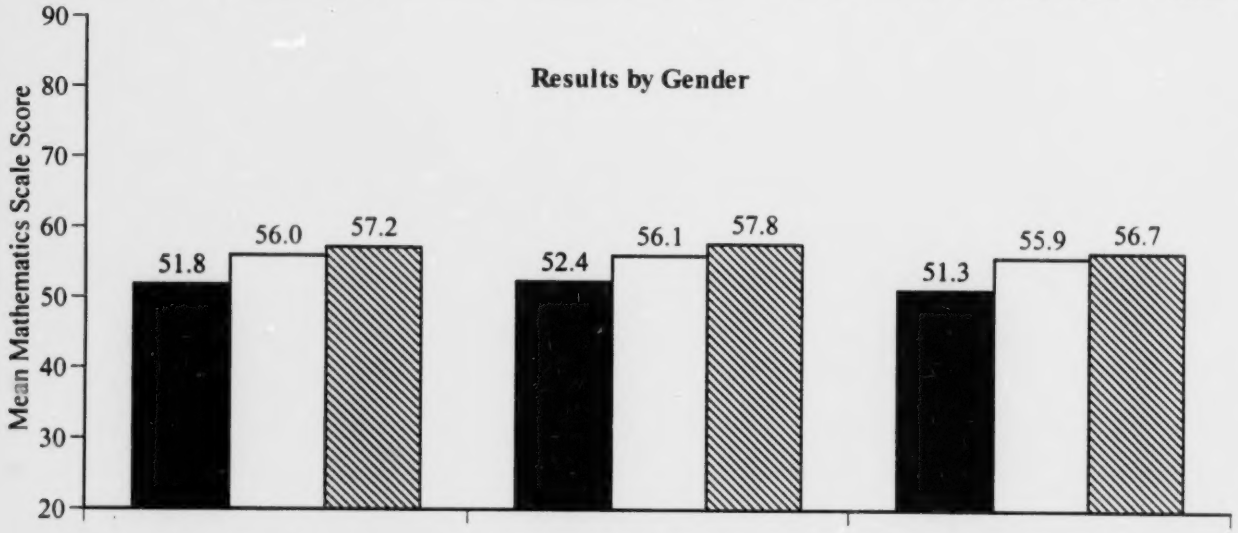
Note: * State includes all public school systems (LEA) and charter schools. Gender and ethnicity were not coded for all students.

Figure 6. 1997-1998, 1999-2000 and 2000-2001 North Carolina Open-Ended Assessment Mean Mathematics Scale Scores

Grade 8



	State*	American Indian	Asian	Black	Hispanic	Multi-racial	White	Other
1997-98	N Tested = 87,663	N Tested = 1,427	N Tested = 1,293	N Tested = 24,186	N Tested = 1,759	N Tested = 1,318	N Tested = 57,126	N Tested = 404
1999-00	N Tested = 90,196	N Tested = 1,389	N Tested = 1,516	N Tested = 25,077	N Tested = 2,354	N Tested = 1,376	N Tested = 58,014	N Tested = 369
2000-01	N Tested = 93,934	N Tested = 1,584	N Tested = 1,520	N Tested = 26,953	N Tested = 2,900	N Tested = 1,724	N Tested = 58,679	N Tested = 432

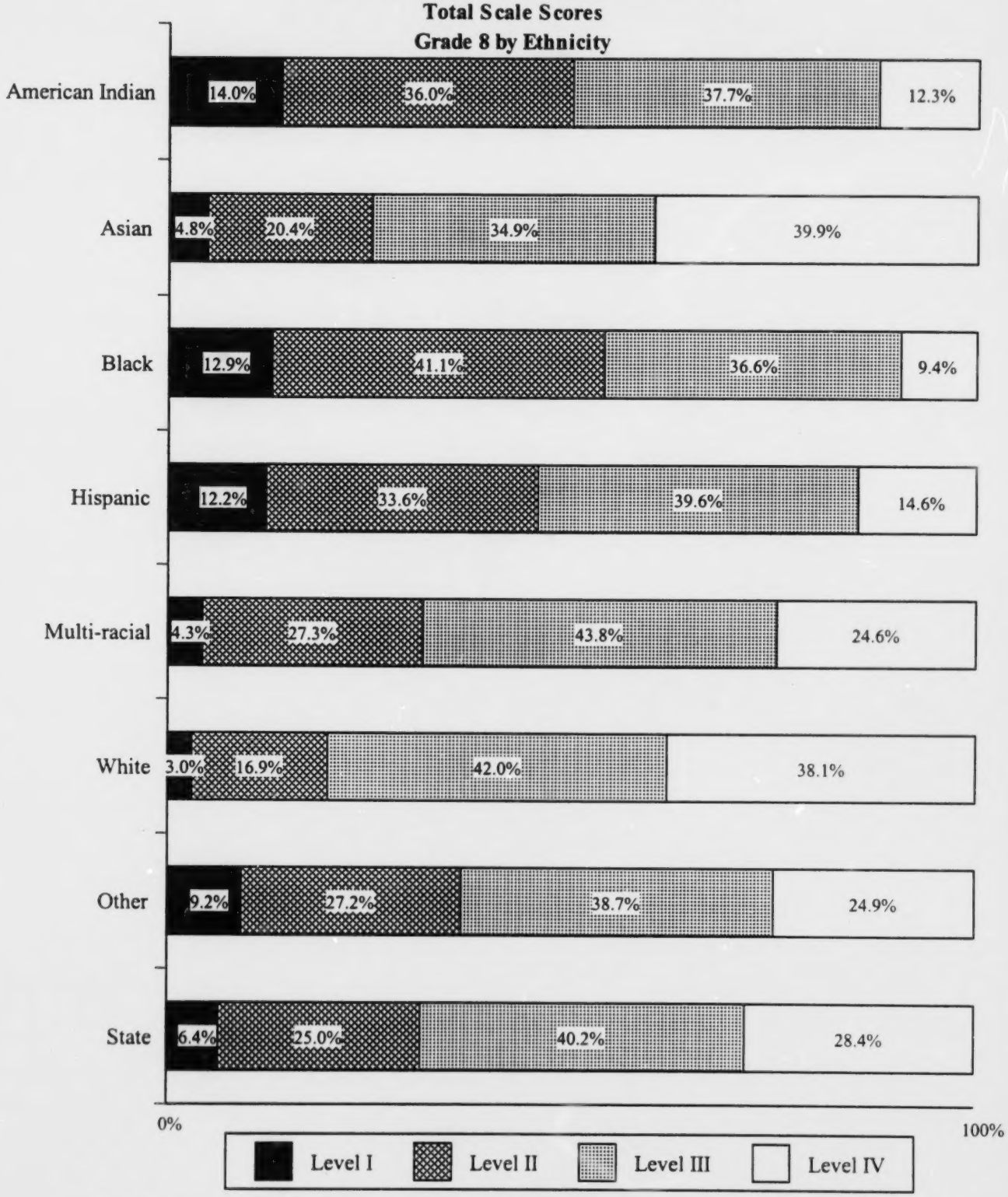


	State*	Female	Male
1997-98	N Tested = 87,663	N Tested = 43,087	N Tested = 44,335
1999-00	N Tested = 90,196	N Tested = 44,642	N Tested = 45,323
2000-01	N Tested = 93,934	N Tested = 46,342	N Tested = 47,413

1997-98 | 1999-00 | 2000-01

Note: * State includes all public school systems (LEA) and charter schools. Gender and ethnicity were not coded for all students. Tests not administered in 1998-99.

Figure 7. 2000-2001 North Carolina Open-Ended Assessment
Percent of Students at Each Achievement Level
Total Scale Scores
Grade 8 by Ethnicity



Note: Achievement levels for each ethnicity category may not add to 100% due to rounding.

Table 1. 2000-2001 North Carolina Open-Ended Assessment
Percent of Students at Each Achievement Level
Total Scale Scores
Grade 8 by Ethnicity

All Students	N	%
Achievement Level I	6,051	6.4
Achievement Level II	23,509	25.0
Achievement Level III	37,821	40.2
Achievement Level IV	26,708	28.4
% Students at III or IV	**64,529**	**68.7**

American Indian	N	%
Achievement Level I	223	14.0
Achievement Level II	572	36.0
Achievement Level III	598	37.7
Achievement Level IV	195	12.3
% Students at III or IV	**793**	**50.0**

Asian	N	%
Achievement Level I	73	4.8
Achievement Level II	310	20.4
Achievement Level III	530	34.9
Achievement Level IV	607	39.9
% Students at III or IV	**1,137**	**74.8**

Black	N	%
Achievement Level I	3,497	12.9
Achievement Level II	11,095	41.1
Achievement Level III	9,898	36.6
Achievement Level IV	2,538	9.4
% Students at III or IV	**12,436**	**46.1**

Hispanic	N	%
Achievement Level I	354	12.2
Achievement Level II	975	33.6
Achievement Level III	1150	39.6
Achievement Level IV	423	14.6
% Students at III or IV	**1573**	**54.3**

Multi-racial	N	%
Achievement Level I	75	4.3
Achievement Level II	472	27.3
Achievement Level III	757	43.8
Achievement Level IV	425	24.6
% Students at III or IV	**1182**	**68.5**

White	N	%
Achievement Level I	1,755	3.0
Achievement Level II	9,933	16.9
Achievement Level III	24,663	42.0
Achievement Level IV	22,393	38.1
% Students at III or IV	**47,056**	**80.2**

Other	N	%
Achievement Level I	40	9.2
Achievement Level II	118	27.2
Achievement Level III	168	38.7
Achievement Level IV	108	24.9
% Students at III or IV	**276**	**63.7**

	N	%
All Students	93,934	100.0
American Indian	1,584	1.7
Asian	1,520	1.6
Black	26,953	28.7
Hispanic	2,900	3.1
Multi-Racial	1,724	1.8
White	58,679	62.5
Other	432	0.5

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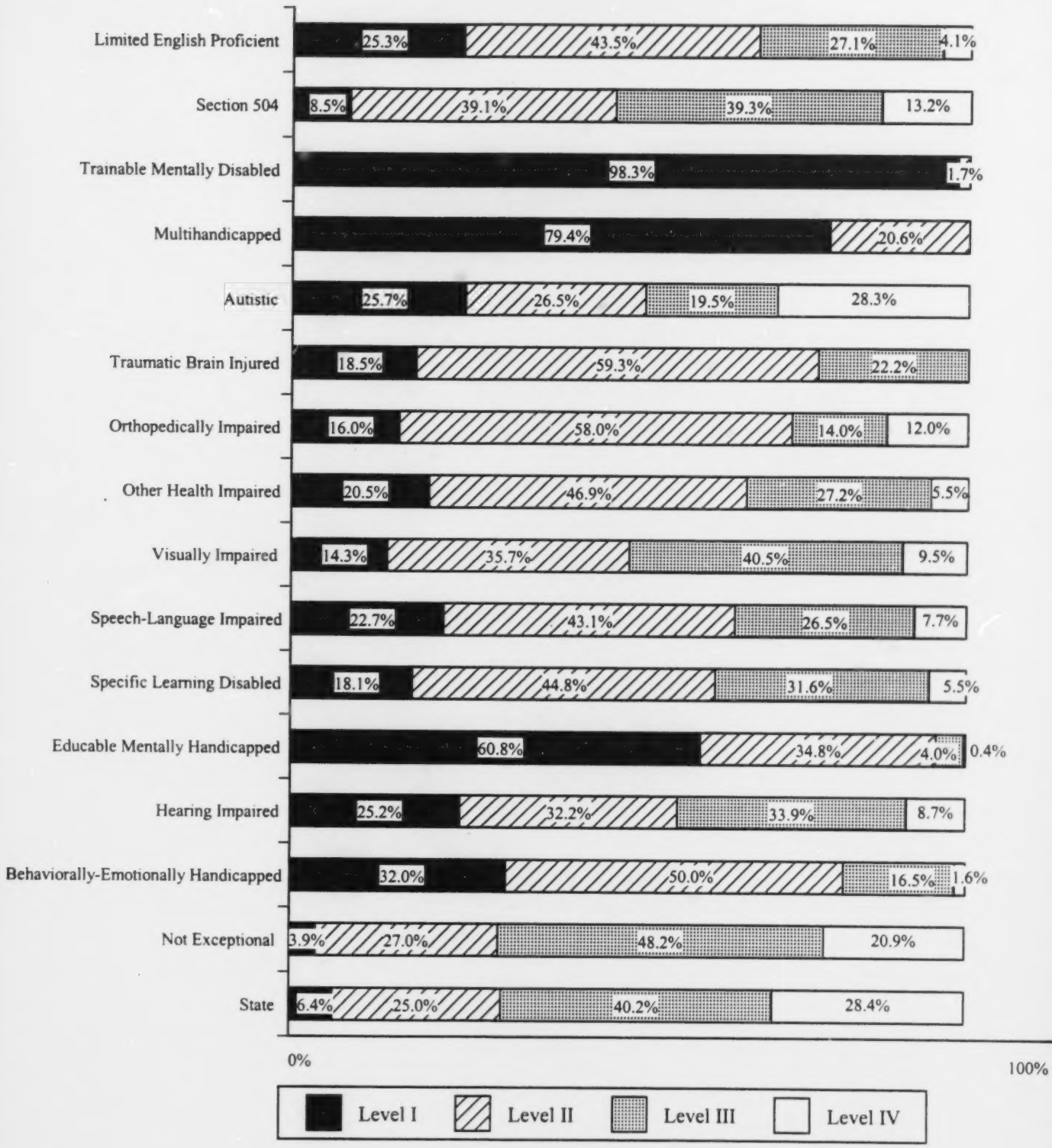
Notes: Due to rounding, some ethnicity categories may not sum to 100%.
All percents are calculated based on actual N-counts and are not summed.
When summed, the ethnic categories may not be equal to "All Students" because some students may not have coded in an ethnic category.

Figure 8. 2000-2001 North Carolina Open-Ended Assessment
Percent of Students at Each Achievement Level
Total Scale Scores
Grade 8 by Disability and Limited English Proficient



Note: Achievement levels for each ethnicity category may not add to 100% due to rounding.

Table 2. 2000-2001 North Carolina Open-Ended Assessment
Percent of Students at Each Achievement Level
Total Scale Scores
by Disability and Limited English Proficient
Grade 8

Not Exceptional	N	%
Achievement Level I	2,616	3.9
Achievement Level II	17,927	27.0
Achievement Level III	31,992	48.2
Achievement Level IV	13,889	20.9
% Students at III or IV	**45,881**	**69.1**

Behaviorally-Emotionally Handicapped	N	%
Achievement Level I	339	32.0
Achievement Level II	530	50.0
Achievement Level III	175	16.5
Achievement Level IV	17	1.6
% Students at III or IV	**192**	**18.1**

Hearing Impaired	N	%
Achievement Level I	29	25.2
Achievement Level II	37	32.2
Achievement Level III	39	33.9
Achievement Level IV	10	8.7
% Students at III or IV	**49**	**42.6**

Educable Mentally Handicapped	N	%
Achievement Level I	1,244	60.8
Achievement Level II	712	34.8
Achievement Level III	81	4.0
Achievement Level IV	8	0.4
% Students at III or IV	**89**	**4.4**

Specific Learning Disabled	N	%
Achievement Level I	1,206	18.1
Achievement Level II	2,986	44.8
Achievement Level III	2,102	31.6
Achievement Level IV	365	5.5
% Students at III or IV	**2,467**	**37.0**

Speech-Language Impaired	N	%
Achievement Level I	41	22.7
Achievement Level II	78	43.1
Achievement Level III	48	26.5
Achievement Level IV	14	7.7
% Students at III or IV	**62**	**34.3**

Visually Impaired	N	%
Achievement Level I	6	14.3
Achievement Level II	15	35.7
Achievement Level III	17	40.5
Achievement Level IV	4	9.5
% Students at III or IV	**21**	**50.0**

Other Health Impaired	N	%
Achievement Level I	266	20.5
Achievement Level II	609	46.9
Achievement Level III	353	27.2
Achievement Level IV	71	5.5
% Students at III or IV	**424**	**32.6**

Orthopedically Impaired	N	%
Achievement Level I	8	16.0
Achievement Level II	29	58.0
Achievement Level III	7	14.0
Achievement Level IV	6	12.0
% Students at III or IV	**13**	**26.0**

Traumatic Brain Injured	N	%
Achievement Level I	5	18.5
Achievement Level II	16	59.3
Achievement Level III	6	22.2
Achievement Level IV	0	0.0
% Students at III or IV	**6**	**22.2**

Autistic	N	%
Achievement Level I	29	25.7
Achievement Level II	30	26.5
Achievement Level III	22	19.5
Achievement Level IV	32	28.3
% Students at III or IV	**54**	**47.8**

Multihandicapped	N	%
Achievement Level I	27	79.4
Achievement Level II	7	20.6
Achievement Level III	0	0.0
Achievement Level IV	0	0.0
% Students at III or IV	**0**	**0.0**

Deaf-Blind	N	%
Achievement Level I	0	0.0
Achievement Level II	0	0.0
Achievement Level III	1	100.0
Achievement Level IV	0	0.0
% Students at III or IV	**1**	**100.0**

Trainable Mentally Disabled	N	%
Achievement Level I	59	98.3
Achievement Level II	1	1.7
Achievement Level III	0	0.0
Achievement Level IV	0	0.0
% Students at III or IV	**0**	**0.0**

Section 504	N	%
Achievement Level I	87	8.5
Achievement Level II	402	39.1
Achievement Level III	404	39.3
Achievement Level IV	136	13.2
% Students at III or IV	**540**	**52.5**

Limited English Proficient	N	%
Achievement Level I	274	25.3
Achievement Level II	471	43.5
Achievement Level III	294	27.1
Achievement Level IV	44	4.1
% Students at III or IV	**338**	**31.2**

Notes: Due to rounding, some categories may not sum to 100%.

All percents are calculated based on actual N-counts and are not summed.

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Table 3. 2000-2001 North Carolina Open-Ended Assessment
Average Performance of Students by Disability and Limited English Proficient
Grade 4

Category	Number Tested	Percent[1]	Mean Reading	Mean Mathematics	Mean Total[2]
All Students	101,697	100.0	49.6	53.1	51.4
Not Exceptional	75,755	75.3	49.3	52.3	50.8
Academically Gifted	11,499	11.4	59.2	66.2	62.7
Students with Disabilities	13,294	13.2			
Behaviorally-Emotionally Handicapped	840	0.8	41.4	45.0	43.2
Hearing Impaired	165	0.2	41.3	45.6	43.4
Educable Mentally Handicapped	1,882	1.9	35.5	38.4	36.8
Specific Learning Disabled	6,959	6.9	45.1	48.3	46.7
Speech-Language Impaired	1,509	1.5	46.0	50.4	48.2
Visually Impaired	63	0.1	48.1	51.2	49.7
Other Health Impaired	1,377	1.4	44.5	47.1	45.8
Orthopedically Impaired	57	0.1	46.2	46.9	46.6
Traumatic Brain Injured	27	0.0	*	*	*
Autistic	351	0.3	44.6	50.2	47.4
Multihandicapped	28	0.0	*	*	*
Deaf-Blind	1	0.0	*	*	*
Trainable Mentally Disabled	35	0.0	28.7	33.5	30.7
Section 504	1,266	1.2	46.7	49.7	48.2
Limited English Proficient	1,733	1.7	43.6	48.1	45.9

Grade 8

Category	Number Tested	Percent[1]	Mean Reading	Mean Mathematics	Mean Total[2]
All Students	93,934	100.0	49.7	57.2	53.4
Not Exceptional	66,424	71.6	49.1	55.8	52.4
Academically Gifted	14,717	15.9	59.8	72.2	66.0
Students with Disabilities	11,592	12.5			
Behaviorally-Emotionally Handicapped	1,061	1.1	39.1	44.2	41.7
Hearing Impaired	115	0.1	41.6	50.2	45.9
Educable Mentally Handicapped	2,045	2.2	34.5	40.2	37.4
Specific Learning Disabled	6,659	7.2	42.6	48.4	45.5
Speech-Language Impaired	181	0.2	42.0	48.7	45.4
Visually Impaired	48	0.1	44.6	48.8	46.8
Other Health Impaired	1,299	1.4	42.2	47.7	45.0
Orthopedically Impaired	50	0.1	43.2	47.4	45.5
Traumatic Brain Injured	27	0.0	*	*	*
Autistic	113	0.1	44.4	53.9	49.2
Multihandicapped	34	0.0	30.7	38.6	34.7
Deaf-Blind	1	0.0	*	*	*
Trainable Mentally Disabled	60	0.1	28.0	36.8	32.4
Section 504	1,029	1.1	46.0	52.6	49.3
Limited English Proficient	1,083	1.2	40.0	48.1	44.1

Notes: *No scores are reported for groups with less than thirty students

[1]Percent for "Not Exceptional" through "Trainable Mentally Disabled" is based on the sum of the students in those categories. Percent for "Temporary Disability", "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category

[2]"Mean Total" is the mean scale score in reading and mathematics combined

The "All Students" and "Not Exceptional" categories are added for the purpose of comparison

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%

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Table 4. 2000-2001 North Carolina Open-Ended Assessment
Average Performance of Students Taking Modified Tests
Grade 4

Category	Number Tested	Percent[1]	Mean Reading	Mean Mathematics	Mean Total[2]
All Students	101,697	100.0	49.6	53.1	51.4
Braille Edition	8	0.0	*	*	*
Large Print	63	0.1	49.2	51.9	50.6
Assistive Technology	48	0.1	42.7	47.1	44.9
Braille Writer	5	0.0	*	*	*
Cranmer Abacus	3	0.0	*	*	*
Dictation to Scribe	3,256	7.6	44.7	45.7	45.2
Interpreter Signs Test	39	0.1	34.3	42.3	38.3
Magnification Devices	13	0.0	*	*	*
Student Marks in Text Book	4,801	11.2	43.1	46.3	44.7
Test Administrator Reads Test Aloud	9,624	22.4	42.8	45.8	44.3
Use of Typewriter or Word Processor	28	0.1	*	*	*
Hospital/Home Testing	8	0.0	*	*	*
Multiple Test Sessions	3,040	7.1	43.0	45.7	44.3
Scheduled Extended Time	10,891	25.4	43.6	46.8	45.2
Testing in a Separate Room	10,997	25.6	43.3	46.4	44.8
English/Native Language Dictionary/Electronic Tran	116	0.3	43.8	49.9	46.9
One Item per Page	4	0.0	*	*	*

Grade 8

Category	Number Tested	Percent[1]	Mean Reading	Mean Mathematics	Mean Total[2]
All Students	93,934	100.0	49.7	57.2	53.4
Braille Edition	2	0.0	*	*	*
Large Print	54	0.2	42.4	46.9	44.8
Assistive Technology	22	0.1	*	*	*
Braille Writer	1	0.0	*	*	*
Cranmer Abacus	0	0.0	*	*	*
Dictation to Scribe	834	2.8	40.5	46.8	43.7
Interpreter Signs Test	26	0.1	*	*	*
Magnification Devices	14	0.0	*	*	*
Student Marks in Text Book	1,949	6.6	40.3	46.0	43.2
Test Administrator Reads Test Aloud	6,624	22.4	39.1	44.6	41.9
Use of Typewriter or Word Processor	110	0.4	50.7	57.0	53.8
Hospital/Home Testing	18	0.1	*	*	*
Multiple Test Sessions	1,471	5.0	39.2	45.4	42.4
Scheduled Extended Time	9,735	32.9	40.7	46.5	43.7
Testing in a Separate Room	8,462	28.6	39.9	45.5	42.8
English/Native Language Dictionary/Electronic Tran	309	1.0	37.9	46.6	42.3
One Item per Page	8	0.0	*	*	*

Notes: *No scores are reported for groups with less than thirty students.

[1]Percents are based on the sum of the students in the modification categories.

[2]"Mean Total" is the mean scale score in reading and mathematics combined.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.

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Table 5. 2000-2001 North Carolina Open-Ended Assessment
Average Performance of Students Participating in a Title I Program

Grade 4

Category	Number Tested	Percent[1]	Mean Reading	Mean Mathematics	Mean Total[2]
All Students	101,697	100.0	49.6	53.1	51.4
Not in Title I Program	38,358	37.7	51.3	55.4	53.4
School-wide Program	38,398	37.8	47.6	50.7	49.2
Targeted Assistance Program	3,248	3.2	46.7	50.0	48.3
Migrant Program	46	0.0	49.1	51.3	50.3

Grade 8

Category	Number Tested	Percent[1]	Mean Reading	Mean Mathematics	Mean Total[2]
All Students	93,934	100.0	49.7	57.2	53.4
Not in Title I Program	74,689	79.5	50.2	57.9	54.0
School-wide Program	13,314	14.2	47.2	53.8	50.5
Targeted Assistance Program	986	1.0	46.8	52.8	49.8
Migrant Program	245	0.3	43.0	49.9	46.5

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Note: [1]Percents are based on the number tested in the "All Students" category.
[2]"Mean Total" is the mean scale score in reading and mathematics combined.

Table 6. 2000-2001 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 4
Region by LEA and Charter School

Western Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	**101,697**	**49.6**	**53.1**	**51.4**
Western Region	**7,360**	**51.5**	**54.4**	**53.0**
Buncombe	**1,925**	**51.3**	**55.8**	**53.6**
Asheville City	301	47.8	52.2	50.0
Francine Delaney**	12	48.0	51.3	49.6
Evergreen Community**	26	53.7	50.8	52.4
Cherokee	**268**	**52.4**	**54.1**	**53.3**
The Learning Center**	7	52.0	57.3	54.9
Clay	**83**	**55.2**	**54.1**	**54.7**
Graham	88	51.4	53.3	52.4
Haywood	**584**	**52.4**	**54.9**	**53.7**
Henderson	883	52.1	55.8	54.0
Mountain Community**	**17**	**54.7**	**59.8**	**57.3**
Jackson	289	52.8	53.4	53.1
Summit Charter**	**19**	**54.3**	**54.6**	**54.5**
Macon	300	52.3	55.9	54.1
Madison	**206**	**48.9**	**53.2**	**51.0**
McDowell	505	50.2	51.4	50.9
Mitchell	**159**	**53.3**	**54.0**	**53.7**
Polk	193	56.2	57.9	57.1
Rutherford	**816**	**50.5**	**52.4**	**51.5**
Swain	131	49.7	52.1	51.0
Transylvania	**311**	**53.8**	**54.8**	**54.4**
Brevard Academy**	16	53.1	61.5	57.4
Yancey	221	50.3	51.7	51.0

Northwest Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	**101,697**	**49.6**	**53.1**	**51.4**
Northwest Region	**16,091**	**50.0**	**53.3**	**51.7**
Alexander	**426**	**51.0**	**54.9**	**53.0**
Alleghany	106	50.9	52.4	51.7
Ashe	**250**	**51.5**	**53.9**	**52.7**
Avery	196	54.0	54.6	54.4
Grandfather Academy**	**4**	*	*	*
Crossnore Academy**	2	*	*	*
Burke	**1,216**	**52.4**	**53.9**	**53.2**
Caldwell	1,018	49.0	51.7	50.4
Catawba	**1,262**	**50.0**	**53.6**	**51.9**
Engelmann**	30	49.5	54.3	51.9
Hickory City	**332**	**50.4**	**52.9**	**51.7**
Newton-Conover City	189	47.6	50.5	49.1
Davidson	**1,511**	**49.6**	**54.9**	**52.3**
Lexington City	286	43.7	49.0	46.4
Thomasville City	**215**	**46.3**	**51.8**	**49.0**
Davie	468	49.9	53.2	51.6
Winston-Salem/Forsyth	**3,647**	**49.4**	**53.2**	**51.4**
C.G. Woodson**	24	44.3	47.9	46.2
Forsyth Academies**	**72**	**46.6**	**46.7**	**46.7**
Iredell-Statesville	1,393	49.3	51.4	50.4
American Renaissance**	**46**	**46.6**	**47.3**	**47.1**
Success Institute**	13	48.1	49.6	48.8
Mooresville City	**320**	**48.9**	**52.6**	**50.8**
Stokes	537	49.2	52.4	50.8
Surry	**658**	**51.4**	**52.3**	**51.9**
Elkin City	101	55.6	61.9	58.8
Mount Airy City	**161**	**51.3**	**53.4**	**52.4**
Millennium**	18	50.4	55.7	53.2
Watauga	**376**	**54.4**	**57.8**	**56.1**
Wilkes	764	52.1	54.5	53.4
Yadkin	**450**	**49.5**	**55.0**	**52.3**

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*"Total Scale Score" is the mean scale score in reading and mathematics combined

Data were deleted where numbers tested were five or less

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

Table 7. 2000-2001 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 4
Region by LEA and Charter School

Southwest Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	101,697	49.6	53.1	51.4
Southwest Region	21,974	49.1	52.9	51.0
Anson	331	45.0	48.1	46.6
Cabarrus	1,495	51.1	56.3	53.7
Kannapolis City	330	48.4	52.5	50.6
Cleveland	795	49.7	53.1	51.4
Gaston	2,538	50.1	52.4	51.3
Piedmont Community**	30	43.6	50.8	47.3
Hoke	496	47.5	51.2	49.3
Lincoln	859	49.4	53.7	51.6
Lincoln Charter**	44	58.3	54.3	56.3
Charlotte/Mecklenburg	8,366	48.7	52.9	50.8
Community Charter **	19	47.9	47.5	47.8
Sugar Creek**	65	41.1	41.5	41.3
Metrolina	10	55.6	63.1	59.2
Montgomery	328	46.0	49.1	47.6
Moore	775	48.5	51.6	50.1
STARS**	17	54.3	59.2	56.8
Richmond	670	46.0	47.7	46.9
Rowan-Salisbury	1,593	48.8	52.8	50.8
Rowan Academy**	17	42.1	45.5	43.6
Scotland	574	48.2	52.3	50.3
Stanly	786	49.6	52.1	50.9
Union	1,780	52.0	55.5	53.8
Union Academy**	56	51.1	55.5	53.4

Northeast Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	101,697	49.6	53.1	51.4
Northeast Region	6,759	47.7	51.2	49.5
Beaufort	599	48.0	52.8	50.4
Bertie	255	44.8	47.7	46.2
Camden	94	50.0	53.1	51.6
Edenton/Chowan	198	47.8	52.8	50.3
Currituck	257	53.9	55.3	54.7
Dare	358	52.2	54.9	53.6
Edgecombe	592	46.2	48.6	47.4
Gates	145	49.1	54.2	51.8
Halifax	526	47.6	50.7	49.1
Roanoke Rapids City	254	52.1	55.1	53.7
Weldon City	110	48.2	48.7	48.5
Hertford	329	44.7	49.8	47.3
Hyde	55	45.9	50.4	48.2
Martin	352	45.6	50.8	48.3
Northampton	260	44.6	48.8	46.7
Elizabeth City/Pasquotank	462	48.0	51.4	49.7
Perquimans	123	48.7	50.6	49.7
Pitt	1,577	47.7	50.8	49.3
Tyrrell	46	49.0	54.5	51.9
Washington	167	42.9	47.5	45.2

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*"Total Scale Score" is the mean scale score in reading and mathematics combined.
Data were deleted where numbers tested were five or less.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

Table 8. 2000-2001 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 4
Region by LEA and Charter School

Southeast Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total * Scale Score
State	101,697	49.6	53.1	51.4
Southeast Region	17,821	48.7	51.8	50.3
Bladen	462	46.9	49.9	48.4
Brunswick	787	48.1	51.5	49.8
Carteret	614	49.2	53.9	51.6
Tiller School**	15	51.1	55.5	53.4
Columbus	552	47.2	50.0	48.6
Whiteville City	215	48.3	52.2	50.3
Craven	1,153	50.2	51.8	51.0
Cumberland	3,894	48.2	51.2	49.7
Duplin	704	49.4	51.0	50.2
Greene	244	47.0	53.1	50.1
Jones	122	47.3	51.6	49.5
Lenoir	819	49.3	51.0	50.2
Children's Village Academy**	13	41.1	47.6	44.2
New Hanover	1,669	51.1	55.1	53.2
Cape Fear Center**	19	58.1	61.7	60.1
Onslow	1,577	51.4	53.8	52.7
Pamlico	131	48.0	54.6	51.4
Arapahoe**	38	52.2	56.0	54.1
Pender	584	48.9	52.0	50.5
Robeson	1,945	45.4	49.5	47.5
Sampson	620	48.9	52.1	50.5
Clinton City	204	50.6	51.3	51.0
Wayne	1,440	47.8	50.5	49.2

*"Total Scale Score" is the mean scale score in reading and mathematics combined

Data were deleted where numbers tested were five or less

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix

The sum of regional totals may not equal state total because of inclusion/exclusion of special schools

Central Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total * Scale Score
State	101,697	49.6	53.1	51.4
Central Region	31,028	50.3	54.2	52.3
Alamance-Burlington	1,647	50.6	55.4	53.0
River Mill Charter**	21	57.0	52.2	54.6
Caswell	301	49.2	53.3	51.3
Chatham	524	50.3	54.4	52.4
Chatham Charter**	16	58.8	55.9	57.6
Woods Charter**	3	*	*	*
Durham	2,139	50.1	53.9	52.1
Maureen Joy**	30	42.6	45.7	44.1
Healthy Start**	70	43.0	43.2	43.2
Carter Community**	20	40.5	46.4	43.5
Turning Point**	16	40.9	41.8	41.3
Research Triangle**	5	46.8	46.2	46.6
Omuteko Gwamaziima	8	40.3	47.1	43.5
Franklin	613	49.4	50.2	49.8
Granville	665	48.9	51.4	50.2
Guilford	4,976	48.7	52.1	50.4
Greensboro Academy**	78	51.1	54.9	53.1
Phoenix Academy**	36	51.8	52.9	52.4
Harnett	1,380	50.2	52.6	51.5
Johnston	1,750	51.2	55.2	53.2
Lee	710	50.0	54.3	52.2
Nash/Rocky Mount	1,412	50.1	52.9	51.5
Rocky Mt Charter Public**	75	41.2	44.4	42.8
Orange	528	51.9	54.4	53.2
Orange Co. Charter**	17	51.8	56.0	54.0
Chapel Hill/Carrboro City	735	55.2	61.3	58.3
Village Charter**	11	44.2	51.6	48.0
Person	449	47.5	50.6	49.1
Bethel Hill**	45	50.5	47.4	49.0
Randolph	1,384	50.7	54.6	52.7
Asheboro City	296	48.6	51.7	50.2
Rockingham	1,131	49.0	51.9	50.5
Vance	713	46.9	49.7	48.3
Vance Charter**	18	47.9	53.8	50.7
Wake	7,792	51.8	57.1	54.5
Magellan**	64	60.6	66.8	63.7
Sterling Montessori**	27	50.3	52.0	51.2
Franklin Academy**	44	53.3	56.0	54.7
East Wake Academy**	25	48.6	47.3	48.0
SPARC Academy**	29	40.8	42.3	41.4
Northeast Raleigh**	16	44.6	43.7	44.1
Quest Academy**	9	70.1	62.0	66.0
Warren	246	46.6	48.3	47.5
Haliwa-Saponi Tribal**	9	42.7	44.7	43.8
Wilson	918	49.9	52.3	51.1
S.B. Howard**	27	48.9	47.1	48.0

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Table 9. 2000-2001 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 8
Region by LEA and Charter School

Western Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	**93,934**	**49.7**	**57.2**	**53.4**
Western Region	**7,266**	**51.6**	**60.3**	**55.9**
Buncombe	1,967	51.6	62.0	56.8
Asheville City	285	50.6	58.0	54.3
Francine Delany**	17	52.2	62.9	57.4
Evergreen Community**	29	56.1	60.3	58.2
Cherokee	260	53.6	60.5	57.0
The Learning Center**	10	47.8	55.0	51.3
Clay	99	51.9	62.3	57.1
Graham	111	53.7	59.9	56.8
Haywood	595	51.6	61.4	56.4
Henderson	853	53.9	60.5	57.2
Jackson	293	51.7	60.0	55.8
Summit Charter**	16	54.1	65.3	59.6
Macon	329	50.7	57.2	53.9
Madison	201	48.8	58.5	53.7
McDowell	457	50.6	58.7	54.6
Mitchell	170	52.4	58.3	55.3
Polk	169	53.5	63.7	58.6
Rutherford	720	48.7	56.3	52.4
Thomas Jefferson**	25	52.2	59.4	55.8
Swain	125	52.4	58.3	55.3
Transylvania	317	50.9	63.3	57.1
Brevard Academy**	21	54.1	65.3	59.7
Yancey	197	53.6	61.0	57.2

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Northwest Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	**93,934**	**49.7**	**57.2**	**53.4**
Northwest Region	**14,831**	**50.7**	**58.2**	**54.5**
Alexander	407	49.6	58.8	54.1
Alleghany	88	52.7	61.3	56.9
Ashe	242	51.0	59.0	55.0
Avery	168	53.7	60.7	57.2
Grandfather Academy**	6	44.7	47.2	46.0
Crossnore Academy**	6	45.3	53.5	49.7
Burke	1,106	51.7	58.2	54.9
Caldwell	916	50.6	56.9	53.8
Catawba	1,221	51.3	58.4	54.8
Hickory City	340	50.1	58.7	54.3
Newton-Conover City	204	48.5	58.2	53.4
Davidson	1,422	50.3	58.4	54.3
Lexington City	229	45.6	52.4	49.1
Thomasville City	151	47.3	52.6	50.0
Davie	445	49.5	57.9	53.6
Winston-Salem/Forsyth	3,135	50.4	57.1	53.7
Lift Academy**	11	41.5	43.1	42.5
Quality Education**	10	49.1	53.1	51.1
Downtown Middle**	116	53.9	58.8	56.3
C.G. Woodson**	12	46.1	59.3	52.6
Iredell-Statesville	1,254	49.4	57.8	53.6
American Ren. Middle**	38	52.9	57.9	55.3
Mooresville City	286	52.2	62.7	57.4
Stokes	567	50.9	57.5	54.2
Surry	587	51.1	59.1	55.0
Elkin City	88	53.1	59.7	56.3
Mount Airy City	148	52.8	62.9	57.8
Watauga	397	56.4	64.4	60.4
Wilkes	796	51.2	59.3	55.2
Yadkin	435	51.6	59.9	55.7

*"Total Scale Score" is the mean scale score in reading and mathematics combined.
Data were deleted where numbers tested were five or less.

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Table 10. 2000-2001 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 8
Region by LEA and Charter School

Southwest Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	**93,934**	**49.7**	**57.2**	**53.4**
Southwest Region	**19,940**	**49.2**	**56.5**	**52.8**
Anson	292	43.1	52.2	47.6
Cabarrus	1,385	52.4	61.8	57.1
Kannapolis City	346	46.4	54.9	50.6
Cleveland	717	50.5	57.3	53.9
Gaston	2,215	48.9	56.8	52.8
Hoke	426	46.8	51.3	49.0
Lincoln	836	51.2	59.1	55.1
Lincoln Charter**	14	49.1	59.8	54.6
Charlotte/Mecklenburg	7,335	48.7	55.6	52.1
Kennedy Charter**	2	*	*	*
Lake Norman**	81	50.6	64.5	57.6
Montgomery	334	45.4	54.6	50.0
Moore	891	49.8	58.2	54.0
MAST**	29	49.5	54.2	51.9
Richmond	590	45.8	52.3	49.1
Rowan-Salisbury	1,561	47.9	54.0	50.9
Scotland	490	47.1	53.3	50.2
Laurinburg Homework**	12	41.3	45.1	43.2
Stanly	779	51.3	58.6	54.9
Union	1,605	52.7	59.1	55.9

Northeast Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	**93,934**	**49.7**	**57.2**	**53.4**
Northeast Region	**6,292**	**48.0**	**54.6**	**51.3**
Beaufort	541	50.5	57.1	53.8
Bertie	286	44.5	50.8	47.7
Camden	104	49.8	58.0	53.9
Edenton/Chowan	205	47.9	56.3	52.1
Currituck	233	50.3	59.8	55.0
Dare	371	54.5	60.3	57.3
Edgecombe	557	46.1	52.5	49.3
Gates	137	51.2	58.1	54.6
Halifax	421	43.7	51.0	47.4
Roanoke Rapids City	224	49.6	58.2	53.9
Weldon City	75	41.8	47.0	44.4
Hertford	261	43.7	51.3	47.5
Hyde	47	46.5	53.0	49.7
Martin	363	45.0	52.1	48.5
Northampton	272	45.9	52.3	49.1
Elizabeth City/Pasquotank	436	47.2	54.0	50.6
Perquimans	145	47.3	56.1	51.7
Pitt	1,390	50.2	55.5	52.9
Tyrrell	72	44.3	51.6	47.9
Washington	152	45.5	50.7	48.1

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*"Total Scale Score" is the mean scale score in reading and mathematics combined.
Data were deleted where numbers tested were five or less.

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Table 11. 2000-2001 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 8
Region by LEA and Charter School

Southeast Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	93,934	49.7	57.2	53.4
Southeast Region	16,825	48.4	55.5	51.9
Bladen	420	48.1	54.5	51.3
Brunswick	742	49.4	56.3	52.8
Carteret	698	49.6	59.6	54.6
Columbus	549	46.5	53.3	49.9
Whiteville City	203	48.9	56.7	52.8
Craven	1,059	49.3	57.3	53.3
Cumberland	3,763	49.2	54.8	52.0
Oma's Inc.**	15	53.2	44.7	49.1
Duplin	652	47.0	54.7	50.8
Greene	214	46.3	53.0	49.7
Jones	94	45.1	51.6	48.4
Lenoir	741	49.4	56.6	53.0
New Hanover	1,521	50.9	57.9	54.4
Onslow	1,566	49.8	58.1	53.9
Pamlico	129	48.0	57.8	52.8
Arapahoe**	40	51.4	60.9	56.1
Pender	499	49.6	58.4	54.0
Robeson	1,765	43.3	51.1	47.2
CIS Academy**	31	37.6	40.2	39.0
Sampson	532	49.0	54.4	51.7
Clinton City	174	49.8	56.4	53.1
Wayne	1,418	47.7	54.1	50.9

Central Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	93,934	49.7	57.2	53.4
Central Region	28,168	50.1	58.1	54.1
Alamance-Burlington	1,547	49.4	57.8	53.6
Lakeside School**	4	•	•	•
River Mill Charter**	20	49.7	59.6	54.6
Caswell	263	48.8	53.1	50.9
Chatham	492	53.2	58.9	56.0
Chatham Charter**	15	51.7	57.1	54.3
Woods Charter**	17	49.4	52.8	51.1
Durham	2,052	48.2	55.6	51.9
Carter Community**	19	40.4	43.9	42.2
Kestrel Heights**	38	53.2	58.0	55.6
Success Academy**	7	38.3	40.0	39.3
Omuteko Gwamaziima**	7	36.9	42.1	39.4
Franklin	562	46.5	55.4	50.9
Granville	611	48.4	54.6	51.5
Guilford	4,533	49.4	56.6	53.0
Imani Institute**	44	43.3	49.3	46.3
Harnett	1,255	49.4	55.9	52.7
Johnston	1,493	51.8	60.5	56.2
Lee	621	49.7	57.6	53.6
Provisions Academy**	12	47.8	48.0	47.9
Nash/Rocky Mount	1,271	47.2	54.1	50.7
Orange	495	50.7	56.7	53.6
Orange Co. Charter**	20	52.2	59.2	55.6
Chapel Hill/Carrboro City	680	56.9	68.7	62.8
Village Charter**	13	47.6	54.9	51.2
Person	440	47.2	55.1	51.2
Randolph	1,261	50.4	58.5	54.4
Asheboro City	330	51.8	59.6	55.7
Rockingham	1,121	48.4	55.2	51.8
Vance	538	45.0	52.2	48.6
Wake	7,045	52.1	61.5	56.8
Exploris**	56	61.9	71.0	66.4
Magellan**	62	59.9	74.5	67.3
Sterling Montessori**	13	56.6	65.9	61.1
East Wake Academy**	25	51.1	56.9	53.9
SPARC Academy**	20	47.0	48.5	47.9
Quest Academy**	14	61.0	64.6	62.7
Warren	240	43.1	50.4	46.8
Wilson	815	48.5	57.2	52.9
S.B. Howard	13	45.6	46.5	46.5

*"Total Scale Score" is the mean scale score in reading and mathematics combined
Data were deleted where numbers tested were five or less
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

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Table 12. 2000-2001 North Carolina Open-Ended Assessment
Grade 4 Mean Total Scale Scores*
By LEA and Charter School

State		2000-01 LEA Performance
	66.0	Quest Academy**
	...	
	64.0	Magellan**
	...	
	60.5	Cape Fear Center**
	...	
	59.5	Metrolina Regional**
	59.0	Elkin City
	58.5	Chapel Hill-Carrboro City
	58.0	Chatham Charter**
	57.5	Brevard Academy**, Mountain Community**, Polk
	57.0	STARS**
	56.5	Lincoln Charter**, Watauga
	...	
	55.0	Clay, Currituck, Franklin Academy**, River Mill Charter**, The Learning Center**
	54.5	Arapahoe**, Avery, Macon, Summit Charter**, Transylvania, Wake
	54.0	Buncombe, Cabarrus, Dare, Haywood, Henderson, Mitchell, Orange Co. Charter**, Roanoke Rapids City, Union
	53.5	Burke, Cherokee, Greensboro Academy**, Jackson, Johnston, Millennium**, New Hanover, Orange, Tiller School**, Union Academy**, Wilkes
	53.0	Alamance-Burlington, Alexander, Ashe, Onslow, Randolph
	52.5	Chatham, Davidson, Durham, Evergreen Community**, Graham, Lee, Mount Airy City, Phoenix Academy**, Yadkin
	52.0	Alleghany, Camden, Carteret, Catawba, Davie, Englemann**, Gates, Hickory City, Lincoln, Surry, Tyrrell
2000-01 State	51.5	Caswell, Cleveland, Gaston, Harnett, Nash-Rocky Mount, Pamlico, Rutherford, Sterling Montessori**, Wilson, Winston-Salem/Forsyth
	51.0	Charlotte/Mecklenburg, Clinton City, Craven, Kannapolis City, Madison, McDowell, Mooresville City, Rowan-Salisbury, Stanly, Stokes, Swain, Vance Charter**, Yancey
	50.5	Asheboro City, Beaufort, Caldwell, Duplin, Edenton/Chowan, Granville, Greene, Guilford, Iredell-Statesville, Lenoir, Moore, Pender, Rockingham, Sampson, Scotland, Whiteville City
1999-00 State	50.0	Asheville City, Brunswick, Cumberland, Elizabeth City/Pasquotank, Francine Delany**, Franklin, Perquimans
	49.5	Halifax, Hoke, Jones, Newton Conover City, Person, Pitt, Wayne
	49.0	Bethel Hill**, Columbus, Success Institute**, Thomasville City
	48.5	Bladen, Hyde, Martin, Vance, Weldon City
	48.0	Community Charter**, East Wake Academy**, Montgomery, S.B. Howard**, Village Charter**
	47.5	American Renaissance**, Edgecombe, Hertford, Piedmont Community**, Robeson, Warren
	47.0	Anson, Forsyth Academies**, Northampton, Research Triangle**, Richmond
	46.5	Bertie, C.G. Woodson**, Lexington City
	...	
	45.5	Washington
	...	
	44.5	Children's Village Academy**, Maureen Joy**, Northeast Raleigh**
	44.0	Haliwa-Saponi Tribal**, Rowan Academy**
	43.5	Carter Community**, Healthy Start**, Omuteko Gwamaziima**
	43.0	Rocky Mt Charter Public**
	...	
	41.5	SPARC Academy**, Sugar Creek**, Turning Point**
	...	
	***	Crossnore Academy**, Grandfather Academy**, Woods Charter**

*Scale scores are rounded up to the nearest half of a point (.5).

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***Data are not reported where number tested is fewer than five.

Table 13. 2000-2001 North Carolina Open-Ended Assessment
Grade 8 Mean Total Scale Scores*
By LEA and Charter School

State		2000-01 LEA Performance
	67.5	Magellan**
	...	
	66.5	Exploris**
	...	
	63.0	Chapel Hill-Carrboro City, Quest Academy**
	...	
	61.5	Sterling Montessori**
	...	
	60.5	Watauga
	60.0	Brevard Academy**, Summit Charter**
	...	
	59.0	Polk
	58.5	Evergreen Community**
	58.0	Lake Norman**, Mount Airy City
	57.5	Avery, Cabarrus, Clay, Dare, Francine Delany**, Henderson, Mooresville City, Transylvania, Yancey
	57.0	Alleghany, Buncombe, Cherokee, Graham, Wake
	56.5	Arapahoe**, Downtown Middle**, Elkin City, Haywood, Johnston
	56.0	Asheboro City, Chatham, Jackson, Kestrel Heights**, Orange Co. Charter**, Thomas Jefferson**, Union, Yadkin
	55.5	American Ren. Middle**, Lincoln, Mitchell, Swain, Wilkes
	55.0	Ashe, Burke, Carteret, Catawba, Currituck, Gates, Lincoln Charter**, McDowell, River Mill Charter**, Stanly, Surry
	54.5	Alexander, Asheville City, Chatham Charter**, Davidson, Hickory City, New Hanover, Randolph, Stokes
	54.0	Alamance-Burlington, Beaufort, Caldwell, Camden, Cleveland, Davie, East Wake Academy**, Iredell-Statesville, Lee, Macon, Madison, Moore, Onslow, Orange, Pender, Roanoke Rapids City, Winston-Salem
2000-01 State	53.5	Clinton City, Craven, Newton Conover City
1999-00 State	53.0	Brunswick, C.G. Woodson**, Gaston, Guilford, Harnett, Lenoir, Pamlico, Pitt, Whiteville City, Wilson
	52.5	Charlotte/Mecklenburg, Edenton/Chowan, Rutherford
	52.0	Cumberland, Durham, MAST**, Perquimans, Rockingham, Sampson
	51.5	Bethany Community**, Bladen, Granville, Person, Quality Education**, The Learning Center**, Village Charter**, Woods Charter**
	51.0	Caswell, Duplin, Elizabeth City/Pasquotank, Franklin, Kannapolis City, Nash-Rocky Mount, Rowan-Salisbury, Wayne
	50.5	Scotland
	50.0	Columbus, Crossnore Academy**, Greene, Hyde, Montgomery, Thomasville City
	49.5	Alpha Academy**, Edgecombe, Lexington City, Northampton, Richmond
	49.0	Hoke, Rocky Mt Charter Public**, Vance
	48.5	Jones, Martin, Washington
	48.0	Anson, Bertie, Provisions Academy**, SPARC Academy**, Tyrrell
	47.5	Halifax, Hertford, Robeson
	47.0	Warren
	46.5	Imani Institute**, S.B. Howard**
	46.0	Grandfather Academy**
	...	
	44.5	Weldon City
	...	
	43.5	Laurinburg Homework**
	...	
	42.5	Carter Community**, Lift Academy**
	...	
	39.5	Omuteko Gwamaziima**, Success Academy**
	39.0	CIS Academy**
	...	
	***	Kennedy Charter**, Lakeside School**

*Scale scores are rounded up to the nearest half of a point (.5).

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix

***Data are not reported where number tested is fewer than five.

Table 14. 2000-2001 North Carolina Open-Ended Assessment
Grade 4 Reading Frequency Report

NUMBER OF STUDENTS	101,697	HIGH SCORE	93
		LOW SCORE	21
MEAN	49.6	STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	10.2	90	62.80
		75	56.08
VARIANCE	104.6	50 (MEDIAN)	48.45
		25	43.82
		10	34.40

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
93	6	101697	0.01	100.00	99
92	0	101691	0.00	99.99	99
91	0	101691	0.00	99.99	99
90	0	101691	0.00	99.99	99
89	27	101691	0.03	99.99	99
88	0	101664	0.00	99.97	99
87	1	101664	0.00	99.97	99
86	0	101663	0.00	99.97	99
85	0	101663	0.00	99.97	99
84	74	101663	0.07	99.97	99
83	3	101589	0.00	99.89	99
82	0	101586	0.00	99.89	99
81	173	101586	0.17	99.89	99
80	0	101413	0.00	99.72	99
79	16	101413	0.02	99.72	99
78	0	101397	0.00	99.71	99
77	462	101397	0.45	99.71	99
76	0	100935	0.00	99.25	99
75	32	100935	0.03	99.25	99
74	899	100903	0.88	99.22	99
73	0	100004	0.00	98.34	99
72	0	100004	0.00	98.34	99
71	64	100004	0.06	98.34	99
70	1693	99940	1.66	98.27	98
69	0	98247	0.00	96.61	98
68	121	98247	0.12	96.61	97
67	2983	98126	2.93	96.49	96
66	0	95143	0.00	93.56	95
65	0	95143	0.00	93.56	94
64	184	95143	0.18	93.56	93
63	4881	94959	4.80	93.37	91
62	0	90078	0.00	88.57	89
61	301	90078	0.30	88.57	87
60	8051	89777	7.92	88.28	85
59	0	81726	0.00	80.36	83
58	0	81726	0.00	80.36	80
57	374	81726	0.37	80.36	78
56	12238	81352	12.03	79.99	74
55	0	69114	0.00	67.96	69
54	414	69114	0.41	67.96	65
53	0	68700	0.00	67.55	61
52	16490	68700	16.21	67.55	58
51	0	52210	0.00	51.34	54
50	497	52210	0.49	51.34	50
49	0	51713	0.00	50.85	46
48	16632	51713	16.35	50.85	42
47	0	35081	0.00	34.50	38
46	451	35081	0.44	34.50	34
45	0	34630	0.00	34.05	31
44	13465	34630	13.24	34.05	28

Table 14. 2000-2001 North Carolina Open-Ended Assessment Grade 4 Reading Frequency Report (continued)

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
43	0	21165	0.00	20.81	24
42	323	21165	0.32	20.81	21
41	0	20842	0.00	20.49	19
40	0	20842	0.00	20.49	17
39	9797	20842	9.63	20.49	14
38	240	11045	0.24	10.86	12
37	0	10805	0.00	10.62	11
36	0	10805	0.00	10.62	10
35	0	10805	0.00	10.62	8
34	6260	10805	6.16	10.62	7
33	0	4545	0.00	4.47	6
32	0	4545	0.00	4.47	6
31	0	4545	0.00	4.47	5
30	66	4545	0.06	4.47	4
29	0	4479	0.00	4.40	4
28	4389	4479	4.32	4.40	3
27	0	90	0.00	0.09	3
26	43	90	0.04	0.09	2
25	0	47	0.00	0.05	2
24	0	47	0.00	0.05	2
23	0	47	0.00	0.05	1
22	0	47	0.00	0.05	1
21	47	47	0.05	0.05	1

Table 15. 2000-2001 North Carolina Open-Ended Assessment
Grade 4 Mathematics Frequency Report

NUMBER OF STUDENTS	101,697	HIGH SCORE	98
		LOW SCORE	26
MEAN	53.1	STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	11.1	90	68.62
		75	60.02
VARIANCE	123.3	50 (MEDIAN)	53.72
		25	45.04
		10	38.89

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
98	6	101697	0.01	100.00	99
97	0	101691	0.00	99.99	99
96	0	101691	0.00	99.99	99
95	0	101691	0.00	99.99	99
94	40	101691	0.04	99.99	99
93	0	101651	0.00	99.95	99
92	0	101651	0.00	99.95	99
91	0	101651	0.00	99.95	99
90	99	101651	0.10	99.95	99
89	0	101552	0.00	99.86	99
88	0	101552	0.00	99.86	99
87	212	101552	0.21	99.86	99
86	0	101340	0.00	99.65	99
85	0	101340	0.00	99.65	99
84	0	101340	0.00	99.65	99
83	455	101340	0.45	99.65	99
82	0	100885	0.00	99.20	99
81	0	100885	0.00	99.20	99
80	789	100885	0.78	99.20	99
79	0	100096	0.00	98.43	99
78	1206	100096	1.19	98.43	99
77	0	98890	0.00	97.24	99
76	0	98890	0.00	97.24	99
75	1813	98890	1.78	97.24	98
74	0	97077	0.00	95.46	98
73	0	97077	0.00	95.46	98
72	2410	97077	2.37	95.46	98
71	101	94667	0.10	93.09	97
70	0	94566	0.00	92.99	97
69	3434	94566	3.38	92.99	96
68	0	91132	0.00	89.61	95
67	162	91132	0.16	89.61	94
66	4412	90970	4.34	89.45	92
65	0	86558	0.00	85.11	91
64	196	86558	0.19	85.11	89
63	5978	86362	5.88	84.92	88
62	0	80384	0.00	79.04	86
61	236	80384	0.23	79.04	83
60	8067	80148	7.93	78.81	81
59	275	72081	0.27	70.88	76
58	0	71806	0.00	70.61	74
57	10315	71806	10.14	70.61	73
56	248	61491	0.24	60.46	71
55	0	61243	0.00	60.22	69
54	13374	61243	13.15	60.22	66
53	0	47869	0.00	47.07	60
52	271	47869	0.27	47.07	58
51	0	47598	0.00	46.80	56
50	14824	47598	14.58	46.80	54
49	251	32774	0.25	32.23	48

Table 15. 2000-2001 North Carolina Open-Ended Assessment Grade 4 Mathematics Frequency Report (continued)

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
48	0	32523	0.00	31.98	44
47	233	32523	0.23	31.98	41
46	0	32290	0.00	31.75	37
45	14834	32290	14.59	31.75	31
44	0	17456	0.00	17.16	28
43	0	17456	0.00	17.16	25
42	165	17456	0.16	17.16	23
41	0	17291	0.00	17.00	20
40	193	17291	0.19	17.00	18
39	11294	17098	11.11	16.81	16
38	0	5804	0.00	5.71	14
37	159	5804	0.16	5.71	13
36	0	5645	0.00	5.55	11
35	0	5645	0.00	5.55	9
34	110	5645	0.11	5.55	8
33	5390	5535	5.30	5.44	7
32	0	145	0.00	0.14	5
31	84	145	0.08	0.14	4
30	0	61	0.00	0.06	4
29	0	61	0.00	0.06	3
28	0	61	0.00	0.06	3
27	0	61	0.00	0.06	2
26	61	61	0.06	0.06	1

Table 16. 2000-2001 North Carolina Open-Ended Assessment
Grade 4 Total Frequency Report

NUMBER OF STUDENTS	101,697	HIGH SCORE	90
		LOW SCORE	24
MEAN	51.4	STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	9.4	90	63.59
		75	57.56
VARIANCE	87.9	50 (MEDIAN)	51.17
		25	44.43
		10	39.27

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
90	1	101697	0.00	100.00	99
89	3	101696	0.00	100.00	99
88	2	101693	0.00	100.00	99
87	1	101691	0.00	99.99	99
86	10	101690	0.01	99.99	99
85	4	101680	0.00	99.98	99
84	19	101676	0.02	99.98	99
83	4	101657	0.00	99.96	99
82	55	101653	0.05	99.96	99
81	18	101598	0.02	99.90	99
80	70	101580	0.07	99.88	99
79	97	101510	0.10	99.82	99
78	56	101413	0.06	99.72	99
77	198	101357	0.19	99.67	99
76	112	101159	0.11	99.47	99
75	223	101047	0.22	99.36	99
74	344	100824	0.34	99.14	99
73	269	100480	0.26	98.80	99
72	516	100211	0.51	98.54	99
71	461	99695	0.45	98.03	99
70	682	99234	0.67	97.58	98
69	904	98552	0.89	96.91	98
68	952	97648	0.94	96.02	97
67	1145	96696	1.13	95.08	96
66	939	95551	0.92	93.96	95
65	1514	94612	1.49	93.03	94
64	1723	93098	1.69	91.54	93
63	2203	91375	2.17	89.85	91
62	2306	89172	2.27	87.68	89
61	1661	86866	1.63	85.42	87
60	3242	85205	3.19	83.78	85
59	1421	81963	1.40	80.60	83
58	4549	80542	4.47	79.20	80
57	1779	75993	1.75	74.72	78
56	5148	74214	5.06	72.98	74
55	5294	69066	5.21	67.91	69
54	2424	63772	2.38	62.71	65
53	6540	61348	6.43	60.32	61
52	1669	54808	1.64	53.89	58
51	7042	53139	6.92	52.25	54
50	1947	46097	1.91	45.33	50
49	7836	44150	7.71	43.41	46
48	1531	36314	1.51	35.71	42
47	5771	34783	5.67	34.20	38
46	2962	29012	2.91	28.53	34
45	94	26050	0.09	25.62	31
44	7190	25956	7.07	25.52	28

Table 16. 2000-2001 North Carolina Open-Ended Assessment Grade 4 Total Frequency Report (continued)

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
43	50	18766	0.05	18.45	24
42	3647	18716	3.59	18.40	21
41	2343	15069	2.30	14.82	19
40	1967	12726	1.93	12.51	17
39	2534	10759	2.49	10.58	14
38	747	8225	0.73	8.09	12
37	1671	7478	1.64	7.35	11
36	1659	5807	1.63	5.71	10
35	23	4148	0.02	4.08	8
34	1318	4125	1.30	4.06	7
33	1142	2807	1.12	2.76	6
32	24	1665	0.02	1.64	6
31	0	1641	0.00	1.61	5
30	1572	1641	1.55	1.61	4
29	1	69	0.00	0.07	4
28	23	68	0.02	0.07	3
27	0	45	0.00	0.04	3
26	21	45	0.02	0.04	2
25	0	24	0.00	0.02	2
24	24	24	0.02	0.02	2

Table 17. 2000-2001 North Carolina Open-Ended Assessment
Grade 8 Reading Frequency Report

NUMBER OF STUDENTS	93,934	HIGH SCORE	88
		LOW SCORE	16
MEAN	49.7	STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	10.2	90	63.60
		75	56.34
VARIANCE	105.0	50 (MEDIAN)	49.82
		25	43.56
		10	36.80

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
88	25	93934	0.03	100.00	99
87	0	93909	0.00	99.97	99
86	4	93909	0.00	99.97	99
85	0	93905	0.00	99.97	99
84	0	93905	0.00	99.97	99
83	88	93905	0.09	99.97	99
82	0	93817	0.00	99.88	99
81	9	93817	0.01	99.88	99
80	194	93808	0.21	99.87	99
79	0	93614	0.00	99.66	99
78	31	93614	0.03	99.66	99
77	0	93583	0.00	99.63	99
76	431	93583	0.46	99.63	99
75	0	93152	0.00	99.17	98
74	40	93152	0.04	99.17	98
73	885	93112	0.94	99.12	98
72	0	92227	0.00	98.18	98
71	0	92227	0.00	98.18	97
70	1569	92227	1.67	98.18	97
69	0	90658	0.00	96.51	96
68	0	90658	0.00	96.51	95
67	2676	90658	2.85	96.51	94
66	0	87982	0.00	93.66	92
65	0	87982	0.00	93.66	91
64	3830	87982	4.08	93.66	89
63	259	84152	0.28	89.59	88
62	0	83893	0.00	89.31	86
61	5187	83893	5.52	89.31	83
60	326	78706	0.35	83.79	81
59	0	78380	0.00	83.44	76
58	6652	78380	7.08	83.44	74
57	0	71728	0.00	76.36	73
56	8209	71728	8.74	76.36	71
55	0	63519	0.00	67.62	69
54	0	63519	0.00	67.62	66
53	9627	63519	10.25	67.62	60
52	0	53892	0.00	57.37	58
51	0	53892	0.00	57.37	56
50	10152	53892	10.81	57.37	54
49	370	43740	0.39	46.56	48
48	0	43370	0.00	46.17	44
47	10394	43370	11.07	46.17	41
46	421	32976	0.45	35.11	37
45	0	32555	0.00	34.66	31
44	9606	32555	10.23	34.66	28
43	394	22949	0.42	24.43	25
42	0	22555	0.00	24.01	23
41	8364	22555	8.90	24.01	20
40	0	14191	0.00	15.11	18
39	230	14191	0.24	15.11	16

Table 17. 2000-2001 North Carolina Open-Ended Assessment Grade 8 Reading Frequency Report (continued)

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
38	0	13961	0.00	14.86	14
37	6501	13961	6.92	14.86	13
36	0	7460	0.00	7.94	11
35	174	7460	0.19	7.94	9
34	0	7286	0.00	7.76	8
33	4485	7286	4.77	7.76	7
32	0	2801	0.00	2.98	5
31	104	2801	0.11	2.98	4
30	0	2697	0.00	2.87	4
29	0	2697	0.00	2.87	3
28	0	2697	0.00	2.87	3
27	2666	2697	2.84	2.87	2
26	0	31	0.00	0.03	1
25	0	31	0.00	0.03	1
24	0	31	0.00	0.03	1
23	0	31	0.00	0.03	1
22	21	31	0.02	0.03	1
21	0	10	0.00	0.01	1
20	0	10	0.00	0.01	1
19	0	10	0.00	0.01	1
18	0	10	0.00	0.01	1
17	0	10	0.00	0.01	1
16	10	10	0.01	0.01	1

Table 18. 2000-2001 North Carolina Open-Ended Assessment
Grade 8 Mathematics Frequency Report

NUMBER OF STUDENTS	93,934	HIGH SCORE	101
		LOW SCORE	30
MEAN	57.2	STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	12.7	90	75.55
		75	65.40
VARIANCE	160.1	50 (MEDIAN)	55.34
		25	47.66
		10	38.88

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
101	7	93934	0.01	100.00	99
100	0	93927	0.00	99.99	99
99	0	93927	0.00	99.99	99
98	0	93927	0.00	99.99	99
97	0	93927	0.00	99.99	99
96	73	93927	0.08	99.99	99
95	0	93854	0.00	99.91	99
94	0	93854	0.00	99.91	99
93	0	93854	0.00	99.91	99
92	0	93854	0.00	99.91	99
91	0	93854	0.00	99.91	99
90	365	93854	0.39	99.91	99
89	21	93489	0.02	99.53	99
88	0	93468	0.00	99.50	99
87	0	93468	0.00	99.50	99
86	1198	93468	1.28	99.50	99
85	0	92270	0.00	98.23	99
84	69	92270	0.07	98.23	99
83	0	92201	0.00	98.16	99
82	1884	92201	2.01	98.16	99
81	0	90317	0.00	96.15	99
80	0	90317	0.00	96.15	99
79	2689	90317	2.86	96.15	99
78	0	87628	0.00	93.29	99
77	0	87628	0.00	93.29	99
76	3247	87628	3.46	93.29	99
75	0	84381	0.00	89.83	98
74	0	84381	0.00	89.83	98
73	3711	84381	3.95	89.83	98
72	179	80670	0.19	85.88	98
71	4377	80491	4.66	85.69	97
70	0	76114	0.00	81.03	97
69	209	76114	0.22	81.03	96
68	4727	75905	5.03	80.81	95
67	175	71178	0.19	75.77	94
66	0	71003	0.00	75.59	92
65	5494	71003	5.85	75.59	91
64	247	65509	0.26	69.74	89
63	0	65262	0.00	69.48	88
62	7221	65262	7.69	69.48	86
61	0	58041	0.00	61.79	83
60	0	58041	0.00	61.79	81
59	9089	58041	9.68	61.79	76
58	0	48952	0.00	52.11	74
57	0	48952	0.00	52.11	73
56	235	48952	0.25	52.11	71
55	11057	48717	11.77	51.86	69
54	265	37660	0.28	40.09	66
53	0	37395	0.00	39.81	60
52	0	37395	0.00	39.81	58

Table 18. 2000-2001 North Carolina Open-Ended Assessment
Grade 8 Mathematics Frequency Report (continued)

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
51	13698	37395	14.58	39.81	56
50	0	23697	0.00	25.23	54
49	0	23697	0.00	25.23	48
48	255	23697	0.27	25.23	44
47	0	23442	0.00	24.96	41
46	0	23442	0.00	24.96	37
45	0	23442	0.00	24.96	31
44	13927	23442	14.93	24.96	28
43	0	9515	0.00	10.13	25
42	0	9515	0.00	10.13	23
41	0	9515	0.00	10.13	20
40	0	9515	0.00	10.13	18
39	196	9515	0.21	10.13	16
38	0	9319	0.00	9.92	14
37	9117	9319	9.71	9.92	13
36	0	202	0.00	0.22	11
35	122	202	0.13	0.22	9
34	0	80	0.00	0.09	8
33	0	80	0.00	0.09	7
32	0	80	0.00	0.09	5
31	0	80	0.00	0.09	4
30	80	80	0.09	0.09	4

Table 19. 2000-2001 North Carolina Open-Ended Assessment
Grade 8 Total Frequency Report

NUMBER OF STUDENTS	93,934
MEAN	53.4
STANDARD DEVIATION	10.4
VARIANCE	107.6
HIGH SCORE	92
LOW SCORE	23

STATE PERCENTILES	SCALE SCORE
90	67.22
75	60.42
50 (MEDIAN)	53.14
25	46.01
10	40.55

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
92	5	93934	0.01	100.00	99
91	0	93929	0.00	99.99	99
90	2	93929	0.00	99.99	99
89	7	93927	0.01	99.99	99
88	3	93920	0.00	99.99	99
87	10	93917	0.01	99.98	99
86	7	93907	0.01	99.97	99
85	41	93900	0.04	99.96	99
84	7	93859	0.01	99.92	99
83	74	93852	0.08	99.91	99
82	41	93778	0.04	99.83	99
81	114	93737	0.12	99.79	99
80	66	93623	0.07	99.67	99
79	245	93557	0.26	99.60	99
78	338	93312	0.36	99.34	99
77	119	92974	0.13	98.98	99
76	511	92855	0.54	98.85	99
75	565	92344	0.60	98.31	98
74	422	91779	0.45	97.71	98
73	964	91357	1.03	97.26	98
72	1041	90393	1.11	96.23	98
71	442	89352	0.47	95.12	97
70	1495	88910	1.59	94.65	97
69	2000	87415	2.13	93.06	96
68	298	85415	0.32	90.93	95
67	2064	85117	2.20	90.61	94
66	2547	83053	2.71	88.42	92
65	615	80506	0.65	85.70	91
64	2420	79891	2.58	85.05	89
63	3060	77471	3.26	82.47	88
62	2608	74411	2.78	79.22	86
61	1056	71803	1.12	76.44	83
60	3521	70747	3.75	75.32	81
59	3133	67226	3.34	71.57	76
58	1281	64093	1.36	68.23	74
57	4463	62812	4.75	66.87	73
56	3646	58349	3.88	62.12	71
55	2428	54703	2.58	58.24	69
54	3551	52275	3.78	55.65	66
53	4863	48724	5.18	51.87	60
52	1489	43861	1.59	46.69	58
51	3527	42372	3.75	45.11	56
50	4525	38845	4.82	41.35	54
49	3315	34320	3.53	36.54	48
48	1575	31005	1.68	33.01	44
47	3719	29430	3.96	31.33	41
46	4569	25711	4.86	27.37	37

Table 19. 2000-2001 North Carolina Open-Ended Assessment Grade 8 Total Frequency Report (continued)

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
45	340	21142	0.36	22.51	31
44	4315	20802	4.59	22.15	28
43	2548	16487	2.71	17.55	25
42	1412	13939	1.50	14.84	23
41	3283	12527	3.50	13.34	20
40	64	9244	0.07	9.84	18
39	1715	9180	1.83	9.77	16
38	1477	7465	1.57	7.95	14
37	1768	5988	1.88	6.37	13
36	623	4220	0.66	4.49	11
35	1817	3597	1.93	3.83	9
34	6	1780	0.01	1.89	8
33	43	1774	0.05	1.89	7
32	1673	1731	1.78	1.84	5
31	20	58	0.02	0.06	4
30	3	38	0.00	0.04	4
29	0	35	0.00	0.04	3
28	18	35	0.02	0.04	3
27	0	17	0.00	0.02	2
26	8	17	0.01	0.02	1
25	0	9	0.00	0.01	1
24	0	9	0.00	0.01	1
23	9	9	0.01	0.01	1

Table 20. 2000-2001 North Carolina Open-Ended Assessment Score-Point Distribution by Item

Grade 4

Reading

	0	1	2	3
Item 1 (0-3)	25%	54%	19%	1%
Item 2 (0-2)	75%	19%	6%	
Item 3 (0-3)	35%	56%	8%	1%
Item 4 (0-3)	28%	54%	16%	2%
Item 5 (0-2)	42%	49%	8%	
Item 6 (0-3)	21%	57%	19%	3%

Mathematics

	0	1	2	3
Item 1 (0-3)	47%	25%	21%	6%
Item 2 (0-3)	72%	11%	9%	7%
Item 3 (0-3)	14%	56%	26%	4%
Item 4 (0-3)	65%	28%	4%	2%
Item 5 (0-3)	52%	34%	7%	6%
Item 6 (0-3)	46%	32%	20%	2%

Grade 8

Reading

	0	1	2	3
Item 1 (0-3)	21%	45%	31%	3%
Item 2 (0-3)	49%	29%	20%	2%
Item 3 (0-3)	23%	51%	23%	3%
Item 4 (0-3)	23%	45%	28%	3%
Item 5 (0-3)	37%	45%	16%	2%
Item 6 (0-3)	13%	53%	32%	2%

Mathematics

	0	1	2	3
Item 1 (0-3)	55%	18%	8%	19%
Item 2 (0-2)	58%	38%	4%	
Item 3 (0-3)	50%	14%	24%	11%
Item 4 (0-2)	26%	71%	2%	
Item 5 (0-3)	80%	6%	13%	1%
Item 6 (0-3)	35%	47%	11%	7%

Note: Due to rounding, some items may not sum to 100%

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Goals and Thinking Skills Measured

2000-2001

North Carolina

Open-Ended Assessment

Grades 4 and 8

2000-2001 North Carolina Open-Ended Assessment
Goals from the North Carolina Standard Course of Study
Measured by Each Test Item
Grade 4

Item	Goal
1	Communication Skills Goal 2. Use language for the acquisition, interpretation, and application of information. (Analysis)
2	Communication Skills Goal 2. Use language for the acquisition, interpretation, and application of information. (Evaluation)
3	Communication Skills Goal 3. Use language for critical analysis and evaluation. (Evaluation)
4	Communication Skills Goal 3. Use language for critical analysis and evaluation. (Evaluation)
5	Communication Skills Goal 4. Use language for aesthetic and personal response. (Evaluation)
6	Communication Skills Goal 4. Use language for aesthetic and personal response. (Synthesis)
7	Mathematics Goal 4. Understanding and use standard units of metric and customary measure. (Application)
8	Mathematics Goal 4. Understanding and use standard units of metric and customary measure. (Application)
9	Mathematics Goal 3. Demonstrate an understanding of classification, pattern, and seriation. (Application)
10	Mathematics Goal 5. Use mathematical reasoning and solve problems. (Analysis)
11	Mathematics Goal 5. Use mathematical reasoning and solve problems. (Analysis)
12	Mathematics Goal 6. Demonstrate an understanding of data collection, display, and interpretation. (Synthesis)

2000-2001 North Carolina Open-Ended Assessment
Goals from the North Carolina Standard Course of Study
Measured by Each Test Item
Grade 8

Item	Goal
1	Communication Skills Goal 3. Use language for critical analysis and evaluation. (Evaluation)
2	Communication Skills Goal 2. Use language for the acquisition, interpretation, and application of information. (Analysis)
3	Communication Skills Goal 3. Use language for critical analysis and evaluation. (Evaluation)
4	Communication Skills Goal 3. Use language for critical analysis and evaluation. (Evaluation)
5	Communication Skills Goal 4. Use language for aesthetic and personal response. (Synthesis)
6	Communication Skills Goal 4. Use language for aesthetic and personal response. (Evaluation)
7	Mathematics Goal 5. Solve problems and reason mathematically. (Application)
8	Mathematics Goal 6. Demonstrate an understanding and use of graphing, probability, and statistics. (Evaluation)
9	Mathematics Goal 5. Solve problems and reason mathematically. (Application)
10	Mathematics Goal 6. Demonstrate an understanding and use of graphing, probability, and statistics. (Evaluation)
11	Mathematics Goal 4. Demonstrate an understanding and use of measurement. (Application)
12	Mathematics Goal 5. Solve problems and reason mathematically. (Application)

2000-2001

North Carolina

Open-Ended Assessment

Grades 4 and 8

Test Samples

North Carolina Open-Ended Assessment
Grade 4
2000-2001
Form A

4

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School Name

Teacher Name

School System Name

1. What is your sex?
○ Male ○ Female

2. What is your ethnic group?
○ American Indian
○ Asian
○ Black
○ Hispanic
○ Multi-racial
○ White
○ Other

3. Student Date of Birth
Month | Day | Year

4. Social Security or Alternate SIMS Social Security Number

Student's Last Name | First Name

TO BE COMPLETED BY THE TEACHER OR COUNSELOR

5. Complete for every student. Based on this student's participation status in Title I program–Migrant Program (MP), School-Wide Program (SWP), and Targeted Assistance School (TAS)–choose one and only one of the following according to your school status:

a) Non-Title I school
○ Not served ○ MP only

b) School-Wide Program (SWP) school
○ SWP only ○ SWP and MP

c) Targeted Assistance School (TAS)
○ Not served ○ MP only
○ TAS only ○ TAS and MP

6. Indicate if this student is currently not identified as an exceptional student, identified as academically/intellectually gifted, or identified in accordance with the state regulations *Procedures Governing Programs and Services for Children with Disabilities.* (Choose one of the following.)

○ Not identified as an Exceptional Student
○ Academically/Intellectually Gifted (AIG)
○ Behaviorally-Emotionally Disabled
○ Hearing Impaired
○ Educable Mentally Disabled
○ Specific Learning Disabled
○ Speech-Language Impaired
○ Visually Impaired
○ Other Health Impaired
○ Orthopedically Impaired
○ Traumatic Brain Injured
○ Autistic
○ Severe/Profound Mentally Disabled
○ Multihandicapped
○ Deaf-Blind
○ Trainable Mentally Disabled

7. Mark any of the following which apply to this student.

○ Limited English Proficient
○ Learning Disabled - Reading
○ Learning Disabled - Mathematics
○ Learning Disabled - Written Expression
○ Learning Disabled - Other
○ AIG Reading
○ AIG Mathematics
○ Student Identified Under Section 504

8. Which, if any, of the following accommodations are being used by this student during this test administration? (Mark all that apply.)

○ Braille Edition
○ Large Print Edition
○ Assistive Tech./Devices
○ Braille Writer
○ Cranmer Abacus
○ Dictation to Scribe
○ Interpreter/Transliterator Signs/Cues Test
○ Magnification Devices
○ Student Marks Answers in Test Book
○ Test Administrator Reads Test Aloud (In English)
○ Typewriter/Word Processor
○ Hospital/Home Testing
○ Multiple Testing Sessions
○ Scheduled Extended Time
○ Testing in a Separate Room
○ English/Native Language Dictionary or Electronic Translator
○ One Test Item Per Page

SPECIAL CODES FOR SCHOOL USE ONLY

Published September 2000

Read the passage below about little western birds that have invaded the East and answer the questions that follow.

Guests From the West

by Freddy Finch
as told to Cynthia Berger

Most wild animals live in wild places. But we house finches also like living in cities, towns, and suburbs. You could say we like to call your house our home. Wherever you live in the United States, you most likely have house-finch houseguests. We hang out in the best backyards from coast to coast.

But it wasn't always this way. At one time, house finches nested in trees, cactuses, and rocky ledges of the West. We moved into nearby towns and cities as soon as they were built. Then we finches made a "hop" from the West to the East. This is the way it happened:

Live, From Hollywood

About 60 years ago, when your grandparents were kids, some California pet dealers got the idea that house finches would make great pets. (People admired our pretty red feathers. They also like our long, warbly songs.)

Anyway, the dealers caught some house finches and sold them to pet stores in the East. To make us seem more exciting, they called us "Hollywood Finches," because we came from California.

Before long, wildlife officers in New York City discovered the birds in pet shops. They ordered the owners to stop selling the birds. (It's against the law in the United States to sell wild birds.)

The Great Escape

One owner (and maybe more) was afraid he'd be arrested. So he decided to get rid of the "evidence" by setting his finches free. Those western birds liked the East. They settled right down to raise families. Soon the baby birds grew up and had families of their own. In just a few years, there were hundreds of us living in and around New York City.

Over the years, my relatives moved from one town to the next. We spread out far from New York. And not long ago, we eastern house finches met up with our western cousins!

If you live east of the Rocky Mountains, you're likely to find us everywhere *except* where there aren't many houses. We feel right at home around buildings, because they have such good places for us to nest. You might find our nests under the eaves of roofs, in hanging plants, on barn rafters, and on windowsills of buildings.

House finches that live west of the Rockies love living in towns and cities, too. But some also live in wild places.

A Billion Birds?

We house finches are one of America's most common birds. Scientists think that more than a *billion* of us live in the U.S. today. That's about five house finches for every person! Does YOUR family have that many house-finch houseguests?

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Do Not Reproduce—NCDPI

1. What was the author's purpose in writing "Guests From the West"? Explain your answer using examples from the passage.

2. Was "Guests From the West" written as a narrative? Explain why or why not using examples from the passage.

3. Why do you think the author used Freddy Finch to tell you about house finches? Explain your answer using examples from the passage.

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Continue to
Next Page

4. Why do you think house finches love living in towns and cities instead of wild places? Explain your answer using examples from the passage.

5. After reading the passage, do you think house finches would make good pets? Explain your answer using examples from the passage.

6. **One day about 60 years ago, a California pet dealer caught a house finch and sold it to a pet store in New York City.**

Write about what happened to this house finch.

As you write, remember to:

- Write about what happened to the house finch the California pet dealer sold to a pet store in New York City.
- Write in complete sentences.
- Check to be sure that you are writing good paragraphs.
- Use correct grammar, spelling, punctuation, and capitalization.

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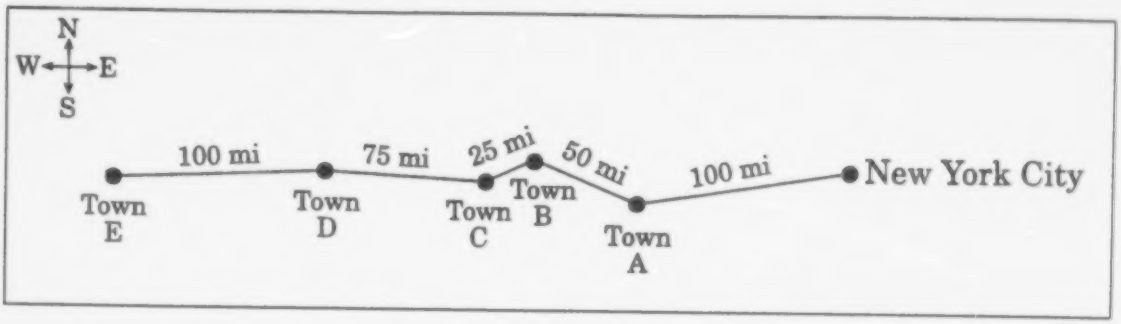
A family of finches flew west from New York City. They followed the path shown below.



7. If they flew 170 miles, which town would they be closest to? _____

Explain or show how you determined your answer.

A finch family left California to find a new home. The chart below shows their daily flying time for a 5-day period.

Daily Flying Time

Day	Time
Monday	1 hour 30 min.
Tuesday	45 min.
Wednesday	2 hours 10 min.
Thursday	20 min.
Friday	1 hour 25 min.

8. What was the total flying time for the 5 days? _____

Show or explain how you determined your answer.

The chart below shows how many miles a pair of finches traveled in three days.

Distance Traveled by Finches

Day	Distance (miles)
Sunday	20
Monday	25
Tuesday	30
Wednesday	
Thursday	
Friday	
Saturday	

9. If the pattern continues, how many total miles will the finches travel in one week?

_____ miles

Explain or show how you determined your answer.

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10. Your family has 8 finch houseguests. Each finch eats 2 ounces of bird seed per day. You can buy seed in 3-pound bags. How many bags of seed will you need for one week?

_____ bags

Explain or show how you determined your answer.

The chart below shows the number of birds that live in 5 neighborhoods.

Bird Population

Neighborhood	Number of Birds
A	63
B	49
C	21
D	54
E	23

11. You have learned that 1 of every 7 birds is a finch. About how many of the birds that live in the five neighborhoods are finches?

_____ finches

Explain or show how you determined your answer.

The chart below shows the number of finches a scientist found in three nesting places.

Finch Nesting Places

Nesting Places	Number of Finches
trees	𝍸 𝍸 𝍸 III
barns	𝍸 𝍸 II
rocky ledges	𝍸 𝍸 𝍸 𝍸 IIII

12. Make a pictograph showing what the scientist found.

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Data Recognition Corp -ENC076-2754-54321

North Carolina Open-Ended Assessment

Grade 8

2000-2001

Form A

8

School Name

Teacher Name

School System Name

1. What is your sex?
○ Male ○ Female

2. What is your ethnic group?
○ American Indian
○ Asian
○ Black
○ Hispanic
○ Multi-racial
○ White
○ Other

Student's Last Name | First Name

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63

74

Published September 2000

TO BE COMPLETED BY THE TEACHER OR COUNSELOR

3. Student Date of Birth — Month | Day | Year

4. Social Security or Alternate SIMS Social Security Number

5. **Complete for every student. Based on this student's participation status in Title I program–Migrant Program (MP), School-Wide Program (SWP), and Targeted Assistance School (TAS)–choose one and only one of the following according to your school status:**

a) Non-Title I school
○ Not served ○ MP only

b) School-Wide Program (SWP) school
○ SWP only ○ SWP and MP

c) Targeted Assistance School (TAS)
○ Not served ○ MP only
○ TAS only ○ TAS and MP

6. **Indicate if this student is currently not identified as an exceptional student, identified as academically/intellectually gifted, or identified in accordance with the state regulations *Procedures Governing Programs and Services for Children with Disabilities.* (Choose one of the following.)**

○ Not identified as an Exceptional Student
○ Academically/Intellectually Gifted (AIG)
○ Behaviorally-Emotionally Disabled
○ Hearing Impaired
○ Educable Mentally Disabled
○ Specific Learning Disabled
○ Speech-Language Impaired
○ Visually Impaired
○ Other Health Impaired
○ Orthopedically Impaired
○ Traumatic Brain Injured
○ Autistic
○ Severe/Profound Mentally Disabled
○ Multihandicapped
○ Deaf-Blind
○ Trainable Mentally Disabled

7. **Mark any of the following which apply to this student.**

○ Limited English Proficient
○ Learning Disabled - Reading
○ Learning Disabled - Mathematics
○ Learning Disabled - Written Expression
○ Learning Disabled - Other
○ AIG Reading
○ AIG Mathematics
○ Student Identified Under Section 504

8. **Which, if any, of the following accommodations are being used by this student during this test administration? (Mark all that apply.)**

○ Braille Edition
○ Large Print Edition
○ Assistive Tech./Devices
○ Braille Writer
○ Cranmer Abacus
○ Dictation to Scribe
○ Interpreter/Transliterator Signs/Cues Test
○ Magnification Devices
○ Student Marks Answers in Test Book
○ Test Administrator Reads Test Aloud (in English)
○ Typewriter/Word Processor
○ Hospital/Home Testing
○ Multiple Testing Sessions
○ Scheduled Extended Time
○ Testing in a Separate Room
○ English/Native Language Dictionary or Electronic Translator
○ One Test Item Per Page

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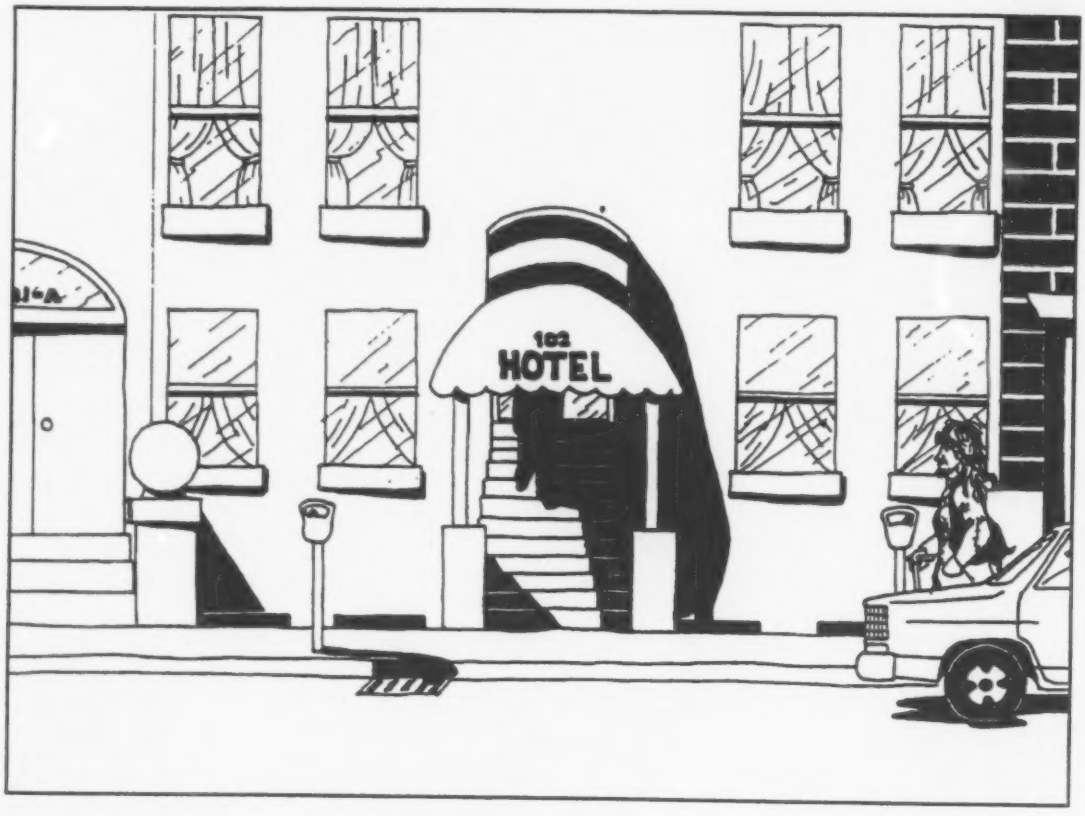
75

Read the story below about what happens when a blind beggar meets an insurance salesman on a city street; then answer the questions that follow.



A Man Who Had No Eyes

by MacKinlay Kantor

A beggar was coming down the avenue just as Mr. Parsons emerged from his hotel.

He was a blind beggar, carrying the traditional battered cane, and thumping his way before him with the cautious, half-furtive effort of the sightless. He was a shaggy, thick-necked fellow; his coat was greasy about the lapels and pockets, and his hand splayed over the cane's crook with a futile sort of clinging. He wore a black pouch slung over his shoulder. Apparently he had something to sell.

The air was rich with spring; sun was warm and yellowed on the asphalt. Mr. Parsons, standing there in front of his hotel and noting the *clack-clack* approach of the sightless man, felt a sudden and foolish sort of pity for all blind creatures.

And, thought Mr. Parsons, he was very glad to be alive. A few years ago he had been little more than a skilled laborer; now he was successful, respected, admired . . . . Insurance . . . . And he had done it alone, unaided, struggling beneath handicaps . . . .

And he was still young. The blue air of spring, fresh from its memories of windy pools and lush shrubbery, could thrill him with eagerness.

He took a step forward just as the tap-tapping blind man passed him by. Quickly the shabby fellow turned.

"Listen, guv'nor. Just a minute of your time."

Mr. Parsons said, "It's late. I have an appointment. Do you want me to give you something?"

"I ain't no beggar, guv'nor. You bet I ain't. I got a handy little article here"–he fumbled until he could press a small object into Mr. Parsons' hand–"that I sell. One buck. Best cigarette lighter made."

Mr. Parsons stood there, somewhat annoyed and embarrassed. He was a handsome figure with his immaculate gray suit and gray hat and malacca stick. Of course the man with the cigarette lighters could not see him . . . . "But I don't smoke," he said.

"Listen. I bet you know plenty people who smoke. Nice little present," wheedled the man. "And, mister, you wouldn't mind helping a poor guy out?" He clung to Mr. Parsons' sleeve.

Mr. Parsons sighed and felt in his vest pocket. He brought out two half dollars and pressed them into the man's hand. "Certainly. I'll help you out. As you say, I can give it to someone. Maybe the elevator boy would–" He hesitated, not wishing to be boorish and inquisitive, even with a blind peddler. "Have you lost your sight entirely?"

The shabby man pocketed the two half dollars. "Fourteen years, guv'nor." Then he added with an insane sort of pride: "Westbury, sir. I was one of 'em."

"Westbury," repeated Mr. Parsons. "Ah, yes. The chemical explosion . . . . The papers haven't mentioned it for years. But at the time it was supposed to be one of the greatest disasters in–"

"They've all forgot about it." The fellow shifted his feet wearily. "I tell you, guv'nor, a man who was in it don't forget about it. Last thing I ever saw was C shop going up in one grand smudge, and gas pouring in all the busted windows."

Mr. Parsons coughed. But the blind peddler was caught up with the train of his one dramatic reminiscence. And, also, he was thinking that there might be more half dollars in Mr. Parsons' pocket.

"Just think about it, guv'nor. There was a hundred and eight people killed, about two hundred injured, and over fifty of them lost their eyes. Blind as bats–" He groped forward until his dirty hand rested against Mr. Parsons' coat. "I tell you, sir, there wasn't nothing worse than that in the war. If I had lost my eyes in the war, okay. I would have been well took care of. But I was just a workman, working for what was in it. And I got it. You're darn right I got it, while the capitalists were making their dough! They was insured, don't worry about that. They–"

"Insured," repeated his listener. "Yes. That's what I sell–"

"You want to know how I lost my eyes?" cried the man. "Well here it is!" His words fell with the bitter and studied drama of a story often told, and told for money. "I was there in C shop, last of all the folks rushing out. Out in the air there was a chance, even with buildings exploding right and left. A lot of guys made it safe out the door and got away. And just when I was about there, crawling along between those big vats, a guy behind me grabs my leg. He says, 'Let me past, you–!' Maybe he was nuts. I dunno. I try to forgive him in my heart, guv'nor. But

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he was bigger than me. He hauls me back and climbs right over me! Tramples me into the dirt. And he gets out, and I lie there with all that poison gas pouring down on all sides of me, and flame and stuff . . . ." He swallowed–a studied sob–and stood dumbly expectant. He could imagine the next words: *Tough luck, my man. Now, I want to–*

"That's the story, guv'nor."

The spring wind shrilled past them, damp and quivering.

"Not quite," said Mr. Parsons.

The blind peddler shivered crazily. "Not quite? What do you mean, you–?"

"The story is true," Mr. Parsons said, "except that it was the other way around."

"Other way around?" He croaked unamiably. "Say guv'nor–"

"I was in C shop," said Mr. Parsons. "It was the other way around. You were the fellow who hauled back on me and climbed over me. You were bigger than I was, Markwardt."

The blind man stood for a long time, swallowing hoarsely. He gulped: "Parsons. I thought you–" And then he screamed fiendishly: "Yes. Maybe so. Maybe so. But I'm blind! I'm blind, and you've been standing here letting me spout to you, and laughing at me every minute! I'm blind."

People in the street turned to stare at him.

"You got away, but I'm blind! Do you hear? I'm–"

"Well," said Mr. Parsons, "don't make such a row about it, Markwardt . . . . So am I."

1. Why do you think Markwardt lied about the fire? Explain your answer using specific references from the story.

2. How does the author use foreshadowing (a suggestion or prediction of events that have yet to occur in a story) to suggest that Mr. Parsons, like Markwardt, is blind? Explain your answer using specific references from the story.

3. Why might Mr. Parsons have gone into the insurance business? Explain your answer using specific references from the story.

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Continue to
Next Page

4. Having both shared the same terrible experience, what do you think enabled Mr. Parsons to succeed in life while Markwardt did not? Explain your answer using specific references from the story.

5. How does the fact that Parsons is blind at the end of the story affect your view of the preceding action? Explain your answer using specific references from the story.

6. Directions: Write a brief letter on the topic below.

"Westbury," repeated Mr. Parsons . . . "The chemical explosion . . . at the time it was supposed to be one of the greatest disasters . . ."

Using Westbury as an example, write a letter to your local newspaper explaining your view on whether safety guidelines in the workplace are necessary.

As you write your brief letter, remember to:

- Explain your view on whether safety guidelines in the workplace are necessary.
- Use specific references from the story.
- Write in complete sentences.
- Check to be sure that you are writing good paragraphs.
- Use correct grammar, spelling, punctuation, and capitalization.

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Re-read the information concerning the Westbury explosion in "A Man Who Had No Eyes" and answer question 7.

7. There were 308 total casualties (number of people killed or injured) in the Westbury explosion. Approximately what percent of the total casualties were blinded by the explosion?

_____

Explain or show how you determined your answer.

Accident Rates (1994)

Class	Type	Frequency
Motor Vehicles	death	1 every 12 minutes
	injury	1 every 15 minutes
Work	death	1 every 105 minutes
	injury	1 every 9 seconds
Home	death	1 every 20 minutes
	injury	1 every 5 seconds

8. Based on the information in the chart above, what is ironic (the difference between what is expected and what really happens) about the 108 people killed as a result of the Westbury explosion?

Explain or show how you determined your answer.

Percentage of Insurance Benefits Paid to Individuals and Organizations (per year)

Total Amount of Benefits Paid = $577 Billion

9. According to the circle graph above, how much money do insurance companies pay out each year to individuals and organizations who suffer property losses?

_____

Explain or show how you determined your answer.

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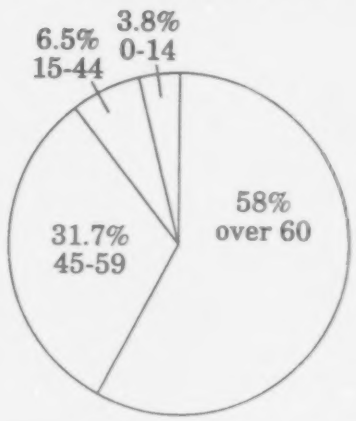
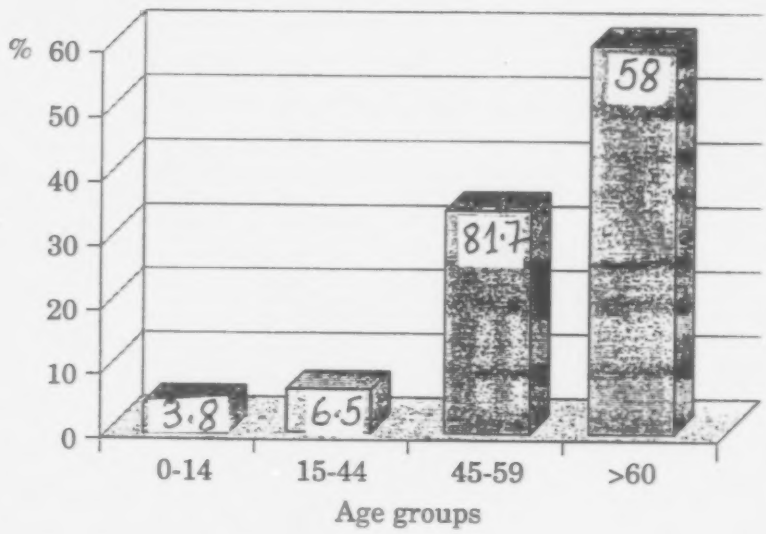
DO NOT WRITE IN THIS AREA

GLOBAL DISTRIBUTION OF BLINDNESS BY AGE



GLOBAL DISTRIBUTION OF BLINDNESS BY AGE



10. Which of the graphs above *better* presents the data? Why?

11. You are a building contractor assigned to rebuild C shop. C shop has 4 sides with 22,500 square feet of floor space. What is a possible set of dimensions of a 4-sided space with this area?

_____

Explain or show how you determined your answer.

12. Markwardt is selling lighters. The lighters cost him $1.50 each and he can sell 50 lighters each week. He wants to make a profit of $200 each week. What would be the *lowest* price Markwardt could sell the lighters for in order to make $200 each week?

_____

Explain or show how you determined your answer.

Formulas

The following information is for your reference.

Rectangular or Triangular Prism with base area (B) and height (h)

Volume = Bh

Circle with radius (r)

Area = πr^2

Circumference = $2\pi r$

Cylinder with radius (r) and height (h)

Volume = $\pi r^2 h$

Surface Area = $2\pi rh + 2\pi r^2$

Triangle with base (b) and height (h)

Area = $\frac{1}{2}bh$

Pyramid with base area (B) and height (h)

Volume = $\frac{1}{3}Bh$

Total Area = Surface Area + B

Cone with radius (r), height (h), and slant height (l)

Volume = $\frac{1}{3}\pi r^2 h$

Lateral Area = πrl

Total Area = $\pi r^2 + \pi rl$

Use $\pi = 3.14$ or $\frac{22}{7}$

Hypotenuse (c) of right triangle with base (b) and altitude (a)

$c^2 = a^2 + b^2$

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Appendix

North Carolina Open-Ended Assessment

Student:
SS#:
School Code:
School:
LEA:
Teacher:
Test Date:

Grade 4

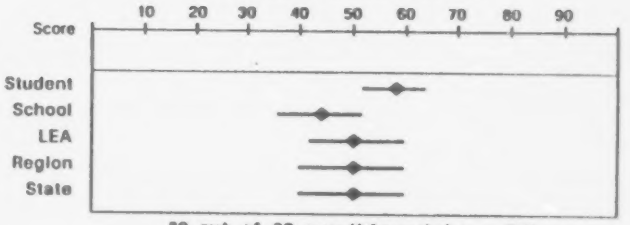
Definition of Open-Ended Assessment

The Open-Ended Assessments are designed to broadly measure higher level thinking skills by requiring students to apply or demonstrate skills beyond the recall level. They commonly require the integration of knowledge and skills from more than one curricular area. Instead of choosing from a list of provided possible answers, students are required to generate their responses by writing out their thoughts. Since the statewide test administration occurs in November, the grade 4 assessment measures grade 3 goals and objectives. Each student answers six reading and six mathematics open-ended questions. The student's number of score points in each subject area and the total combined score have been converted to a scale score and a percentile.

Total Open-Ended Scale Score

Scale Score: 57

This student scored at or above 79 percent of students who took the test

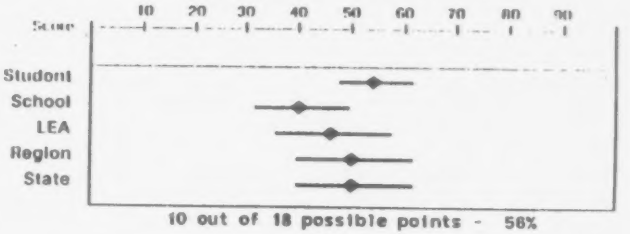


20 out of 36 possible points - 56%

Mathematics Open-Ended Scale Score

Scale Score: 54

This student scored at or above 63 percent of students who took the test

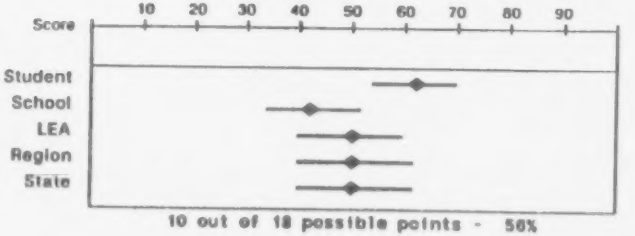


10 out of 18 possible points - 56%

Reading Open-Ended Scale Score

Scale Score: 61

This student scored at or above 87 percent of students who took the test



10 out of 18 possible points - 56%

Teacher's Comments

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Explanation of Scoring Rules

For scoring purposes, there are general rubrics for reading and mathematics. The general rubric insures that the same level of expectation is maintained for all items within a content area. In addition to a general rubric, each item will have a specific scoring rubric that defines the level of expectation on a particular item. The levels will be consistent with the more generic levels of the general rubric. The number of score points in a rubric depends on the complexity of the item. Each student answers six reading and six mathematics open-ended questions. The student's number of score points in each subject area and the total combined score have been converted to a scale score and a percentile. Below are the general mathematics and reading rubrics with sample student responses to one of this year's open-ended mathematics items.

Mathematics General Rubric (4 point scale)

Score Point	Description
0	Answer does not address task, is unresponsive, or is inappropriate. Nothing is correct.
1	Answer addresses question but is only partially correct; something correct related to the question.
2	Answer deals correctly with most aspects of the question, but something is missing. May deal with all aspects of the question but have minor errors.
3	Answer deals with all parts of the question accurately and completely. All directions are followed.

Reading General Rubric (4 point scale)

Score Point	Description
0	Answer is unresponsive, unrelated, or inappropriate.
1	Answer deals with material on a concrete, literal level that may be accurate in most dimensions.
2	Answer deals with most aspects of the question and makes correct inferences, although minor errors may exist. Comprehension is on an inferential level and the key skills are synthesis and analysis.
3	Answer addresses all aspects of the question, uses sound reasons, and cites and explains appropriate examples. Uses skills of evaluation as well as analysis and synthesis.

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*Students' test booklets and scoring guides are returned to the classroom teachers

SAMPLE 1

Your family has 8 finch house guests. Each finch eats 2 ounces of bird seed per day. You can buy seed in 3 pound bags. How many bags of seed will you need for one week?

13 bags

Explain or show how you determined your answer.

8
+2
10
+3
13

Score Point 0: Response contains nothing correct. An incorrect number of bags is given (13) and the work shown has no merit.

SAMPLE 2

Your family has 8 finch house guests. Each finch eats 2 ounces of bird seed per day. You can buy seed in 3 pound bags. How many bags of seed will you need for one week?

3 bags

Explain or show how you determined your answer.

8 birds X 2 ounces = 16 ounces (one pound)
7 days in one week = 7 pounds.
3 X 2 = 6. 6 is not enough
3 X 3 = 9. 9 is plenty.

3 bags are needed

Score Point 3: The correct number of bags is given (3), and the written explanation is complete and correct.

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North Carolina Open-Ended Assessment

Student:
SS#:
School Code:
School:
LEA:
Teacher:
Test Date:

Grade 8

Definition of Open-Ended Assessment

The Open-Ended Assessments are designed to broadly measure higher level thinking skills by requiring students to apply or demonstrate skills beyond the recall level. They commonly require the integration of knowledge and skills from more than one curricular area. Instead of choosing from a list of provided possible answers, students are required to generate their responses by writing out their thoughts. Since the statewide test administration occurs in November, the grade 8 assessment measures grade 7 goals and objectives. Each student answers six reading and six mathematics open-ended questions. The student's number of score points in each subject area and the total combined score have been converted to a scale score, a percentile, and an achievement level.

Achievement Level Descriptions

I Students performing at this level do not have sufficient mastery of knowledge and skills in the subject area(s) to be successful at this grade level.

II Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area(s) and are minimally prepared to be successful at this grade level.

III Students performing at this level consistently demonstrate mastery of knowledge and skills in the subject area(s) and are well prepared to be successful at this grade level.

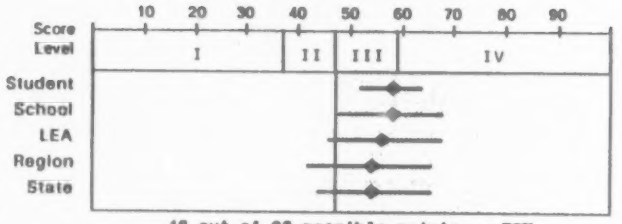
IV Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at this grade level.

Teacher's Comments

Total Open-Ended Scale Score

Scale Score 59

This student scored at or above 71 percent of students who took the test

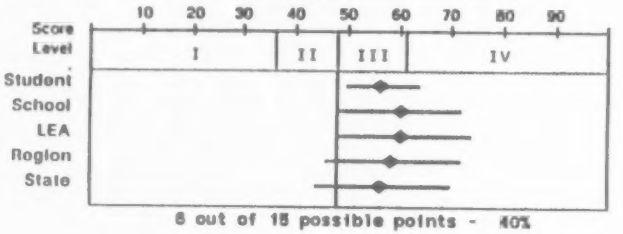


18 out of 32 possible points - 50%

Mathematics Open-Ended Scale Score

Scale Score 58

This student scored at or above 51 percent of students who took the test

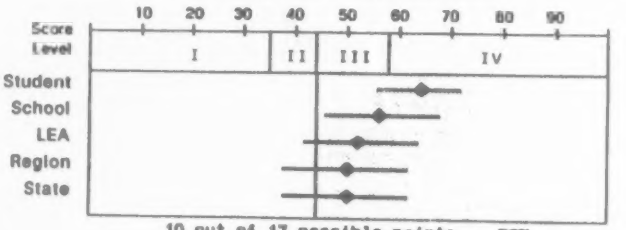


8 out of 15 possible points - 40%

Reading Open-Ended Scale Score

Scale Score 63

This student scored at or above 88 percent of students who took the test



10 out of 17 possible points - 59%

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Explanation of Scoring Rules

For scoring purposes, there are general rubrics for reading and mathematics. The general rubric insures that the same level of expectation is maintained for all items within a content area. In addition to a general rubric, each item will have a specific scoring rubric that defines the level of expectation on a particular item. The levels will be consistent with the more generic levels of the general rubric. The number of score points in a rubric depends on the complexity of the item. Each student answers six reading and six mathematics open-ended questions. The student's number of score points in each subject area and the total combined score have been converted to a scale score, a percentile, and an achievement level. Below are the general mathematics and reading rubrics with sample student responses to one of this year's open-ended mathematics items.

Mathematics General Rubric (4 point scale)

Score Point	Description
0	Answer does not address task, is unresponsive, or is inappropriate. Nothing is correct.
1	Answer addresses question but is only partially correct; something correct related to the question.
2	Answer deals correctly with most aspects of the question, but something is missing. May deal with all aspects of the question but have minor errors.
3	Answer deals with all parts of the question accurately and completely. All directions are followed.

Reading General Rubric (4 point scale)

Score Point	Description
0	Answer is unresponsive, unrelated, or inappropriate.
1	Answer deals with material on a concrete, literal level that may be accurate in most dimensions.
2	Answer deals with most aspects of the question and makes correct inferences, although minor errors may exist. Comprehension is on an inferential level and the key skills are synthesis and analysis.
3	Answer addresses all aspects of the question, uses sound reasons, and cites and explains appropriate examples. Uses skills of evaluation as well as analysis and synthesis.

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*Students' test booklets and scoring guides are returned to the classroom teachers.

SAMPLE 1

You are a building contractor assigned to rebuild C shop. C shop has 4 sides with 22,500 square feet of floor space. What is a possible set of dimensions of a 4-sided space with this area? 10a

Explain or show how you determined your answer. Multiply

Score Point 0: Answer is inappropriate

SAMPLE 2

You are a building contractor assigned to rebuild C shop. C shop has 4 sides with 22,500 square feet of floor space. What is a possible set of dimensions of a 4-sided space with this area? 225ft by 100ft

Explain or show how you determined your answer.

l x w = a
225ft x 100ft = 22,500 sqft
area = 22,500 sqft

Since all sides dont have to be equal I thought of the easiest two numbers to multiply and get 22,500 since the formula for area of a rectangle or square is l x w.

Score Point 3: Answer contains a correct set of dimensions (225 ft by 100 ft) and the work shown is complete and correct

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North Carolina Charter Schools, 2000-2001

Alpha Academy
American Renaissance Charter School
American Renaissance Middle School
Arapahoe Charter School
Bethany Community Middle School
Bethel Hill Charter School
Brevard Academy
Bridges Charter School
Cape Fear Center for Inquiry
Cape Lookout Marine Science High School
Carter Community School
Carter G. Woodson School of Challenge
Charter Day School
Chatham Charter School
Children's Village Academy
CIS Academy
Community Charter School
Communty Partners High
Crossnore Academy
Developmental Day School
Dillard Academy
Downtown Middle School
East Wake Academy
East Winston Primary School
Engelmann School of the Arts and Sciences
Evergreen Community Charter School
Exploris Middle School
Forsyth Academies
Francine Delany New School for Children
Franklin Academy
Grandfather Academy
Greensboro Academy
Haliwa-Saponi Tribal
Harnett Early Childhood Academy
Healthy Start Academy Charter Elementary School
Highland Charter Public School
Imani Institute Charter School
John H. Baker, Jr., High School
Kennedy School
Kestrel Heights School
Lake Norman Charter School
Lakeside School
Laurinburg Charter School
Laurinburg Homework Center Charter School
LIFT Academy
Lincoln Charter School
Magellan Charter School
MAST School
Maureen Joy Charter School
Metrolina Regional Scholars' Academy
Millennium Charter Academy
New Century School
Northeast Raleigh Charter Academy
Oma's Inc. Charter School
Omuteko Gwamaziima
Orange County Charter School
Phoenix Academy
Piedmont Community School
PreEminent Charter School
Provisions Academy
Quality Education Academy
Quest Academy
Raleigh Charter High School
Research Triangle Charter Academy
River Mill Academy
Rocky Mount Charter Public School
Rowan Academy
Sallie B. Howard School
Sandhills Theatre Arts Renaissance School (STARS)
SPARC Academy
Stanly County Community Outreach Charter School
Sterling Montessori Academy
Success Academy
Success Institute
Sugar Creek Charter School
Summit Charter School
The Learning Center
The Mountain Community School
The Woods Charter School
Thomas Jefferson Classical Academy
Tiller School
Turning Point Academy
Union Academy
Vance Charter School
Village Charter School
Washington Montessori - A Public Charter School
Wayne County Technical Academy

Errata, November 9, 2001

Table 6. 2000-2001 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 4
Region by LEA and Charter School

Western Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	**101,697**	**49.6**	**53.1**	**51.4**
Western Region	**7,360**	**51.5**	**54.4**	**53.0**
Buncombe	1,925	51.3	55.8	53.6
Asheville City	301	47.8	52.2	50.0
Francine Delaney**	12	48.0	51.3	49.6
Evergreen Community**	26	53.7	50.8	52.4
Cherokee	268	52.4	54.1	53.3
The Learning Center**	7	52.0	57.3	54.9
Clay	83	55.2	54.1	54.7
Graham	88	51.4	53.3	52.4
Haywood	584	52.4	54.9	53.7
Henderson	883	52.1	55.8	54.0
Mountain Community**	17	54.7	59.8	57.3
Jackson	289	52.8	53.4	53.1
Summit Charter**	19	54.3	54.6	54.5
Macon	300	52.3	55.9	54.1
Madison	206	48.9	53.2	51.0
McDowell	505	50.2	51.4	50.9
Mitchell	159	53.3	54.0	53.7
Polk	193	56.2	57.9	57.1
Rutherford	816	50.5	52.4	51.5
Swain	131	49.7	52.1	51.0
Transylvania	311	53.8	54.8	54.4
Brevard Academy**	16	53.1	61.5	57.4
Yancey	221	50.3	51.7	51.0

Northwest Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	**101,697**	**49.6**	**53.1**	**51.4**
Northwest Region	**16102**	**50.0**	**53.3**	**51.7**
Alexander	426	51.0	54.9	53.0
Alleghany	106	50.9	52.4	51.7
Ashe	250	51.5	53.9	52.7
Avery	196	54.0	54.6	54.4
Grandfather Academy**	4	*	*	*
Crossnore Academy**	2	*	*	*
Burke	1,216	52.4	53.9	53.2
Caldwell	1,018	49.0	51.7	50.4
Catawba	1,262	50.0	53.6	51.9
Engelmann**	30	49.5	54.3	51.9
Hickory City	332	50.4	52.9	51.7
Newton-Conover City	189	47.6	50.5	49.1
Davidson	1,511	49.6	54.9	52.3
Lexington City	286	43.7	49.0	46.4
Thomasville City	215	46.3	51.8	49.0
Davie	468	49.9	53.2	51.6
Winston-Salem/Forsyth	3,647	49.4	53.2	51.4
C.G. Woodson**	24	44.3	47.9	46.2
Forsyth Academies**	72	46.6	46.7	46.7
Iredell-Statesville	1,393	49.3	51.4	50.4
American Renaissance**	46	46.6	47.3	47.1
Success Institute**	13	48.1	49.6	48.8
Mooresville City	320	48.9	52.6	50.8
Stokes	537	49.2	52.4	50.8
Surry	658	51.4	52.3	51.9
Elkin City	101	55.6	61.9	58.8
Bridges**	11	56.3	57.4	56.9
Mount Airy City	161	51.3	53.4	52.4
Millennium**	18	50.4	55.7	53.2
Watauga	376	54.4	57.8	56.1
Wilkes	764	52.1	54.5	53.4
Yadkin	450	49.5	55.0	52.3

*"Total Scale Score" is the mean scale score in reading and mathematics combined.
Data were deleted where numbers tested were five or less.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

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Errata, November 9, 2001

Table 7. 2000-2001 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 4
Region by LEA and Charter School

Southwest Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	101,697	49.6	53.1	51.4
Southwest Region	22,609	49.2	52.9	51.1
Anson	331	45.0	48.1	46.6
Cabarrus	1,495	51.1	56.3	53.7
Kannapolis City	330	48.4	52.5	50.6
Cleveland	795	49.7	53.1	51.4
Kings Mountain	360	52.2	54.7	53.5
Shelby City	275	49.6	50.6	50.1
Gaston	2,538	50.1	52.4	51.3
Piedmont Community**	30	43.6	50.8	47.3
Hoke	496	47.5	51.2	49.3
Lincoln	859	49.4	53.7	51.6
Lincoln Charter**	44	58.3	54.3	56.3
Charlotte/Mecklenburg	8,366	48.7	52.9	50.8
Community Charter **	19	47.9	47.5	47.8
Sugar Creek**	65	41.1	41.5	41.3
Metrolina	10	55.6	63.1	59.2
Montgomery	328	46.0	49.1	47.6
Moore	775	48.5	51.6	50.1
STARS**	17	54.3	59.2	56.8
Richmond	670	46.0	47.7	46.9
Rowan-Salisbury	1,593	48.8	52.8	50.8
Rowan Academy**	17	42.1	45.5	43.6
Scotland	574	48.2	52.3	50.3
Stanly	786	49.6	52.1	50.9
Union	1,780	52.0	55.5	53.8
Union Academy**	56	51.1	55.5	53.4

Northeast Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	101,697	49.6	53.1	51.4
Northeast Region	6,759	47.7	51.2	49.5
Beaufort	599	48.0	52.8	50.4
Bertie	255	44.8	47.7	46.2
Camden	94	50.0	53.1	51.6
Edenton/Chowan	198	47.8	52.8	50.3
Currituck	257	53.9	55.3	54.7
Dare	358	52.2	54.9	53.6
Edgecombe	592	46.2	48.6	47.4
Gates	145	49.1	54.2	51.8
Halifax	526	47.6	50.7	49.1
Roanoke Rapids City	254	52.1	55.1	53.7
Weldon City	110	48.2	48.7	48.5
Hertford	329	44.7	49.8	47.3
Hyde	55	45.9	50.4	48.2
Martin	352	45.6	50.8	48.3
Northampton	260	44.6	48.8	46.7
Elizabeth City/Pasquotank	462	48.0	51.4	49.7
Perquimans	123	48.7	50.6	49.7
Pitt	1,577	47.7	50.8	49.3
Tyrrell	46	49.0	54.5	51.9
Washington	167	42.9	47.5	45.2

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*"Total Scale Score" is the mean scale score in reading and mathematics combined.

Data were deleted where numbers tested were five or less.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the appendix.

Errata, November 9, 2001

Table 9. 2000-2001 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 8
Region by LEA and Charter School

Western Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	**93,934**	**49.7**	**57.2**	**53.4**
Western Region	**7,266**	**51.6**	**60.3**	**55.9**
Buncombe	1,967	51.6	62.0	56.8
Asheville City	285	50.6	58.0	54.3
Francine Delany**	17	52.2	62.9	57.4
Evergreen Community**	29	56.1	60.3	58.2
Cherokee	260	53.6	60.5	57.0
The Learning Center**	10	47.8	55.0	51.3
Clay	99	51.9	62.3	57.1
Graham	111	53.7	59.9	56.8
Haywood	595	51.6	61.4	56.4
Henderson	853	53.9	60.5	57.2
Jackson	293	51.7	60.0	55.8
Summit Charter**	16	54.1	65.3	59.6
Macon	329	50.7	57.2	53.9
Madison	201	48.8	58.5	53.7
McDowell	457	50.6	58.7	54.6
Mitchell	170	52.4	58.3	55.3
Polk	169	53.5	63.7	58.6
Rutherford	720	48.7	56.3	52.4
Thomas Jefferson**	25	52.2	59.4	55.8
Swain	125	52.4	58.3	55.3
Transylvania	317	50.9	63.3	57.1
Brevard Academy**	21	54.1	65.3	59.7
Yancey	197	53.6	61.0	57.2

Northwest Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	**93,934**	**49.7**	**57.2**	**53.4**
Northwest Region	**14,841**	**50.7**	**58.2**	**54.5**
Alexander	407	49.6	58.8	54.1
Alleghany	88	52.7	61.3	56.9
Ashe	242	51.0	59.0	55.0
Avery	168	53.7	60.7	57.2
Grandfather Academy**	6	44.7	47.2	46.0
Crossnore Academy**	6	45.3	53.5	49.7
Burke	1,106	51.7	58.2	54.9
Caldwell	916	50.6	56.9	53.8
Catawba	1,221	51.3	58.4	54.8
Hickory City	340	50.1	58.7	54.3
Newton-Conover City	204	48.5	58.2	53.4
Davidson	1,422	50.3	58.4	54.3
Lexington City	229	45.6	52.4	49.1
Thomasville City	151	47.3	52.6	50.0
Davie	445	49.5	57.9	53.6
Winston-Salem/Forsyth	3,135	50.4	57.1	53.7
Lift Academy**	11	41.5	43.1	42.5
Quality Education**	10	49.1	53.1	51.1
Downtown Middle**	116	53.9	58.8	56.3
C.G. Woodson**	12	46.1	59.3	52.6
Iredell-Statesville	1,254	49.4	57.8	53.6
American Ren. Middle**	38	52.9	57.9	55.3
Mooresville City	286	52.2	62.7	57.4
Stokes	567	50.9	57.5	54.2
Surry	587	51.1	59.1	55.0
Elkin City	88	53.1	59.7	56.3
Bridges**	10	48.8	55.8	52.3
Mount Airy City	148	52.8	62.9	57.8
Watauga	397	56.4	64.4	60.4
Wilkes	796	51.2	59.3	55.2
Yadkin	435	51.6	59.9	55.7

*"Total Scale Score" is the mean scale score in reading and mathematics combined.
Data were deleted where numbers tested were five or less.

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Table 10. 2000-2001 North Carolina Open-Ended Assessment
Mean Scale Scores
Grade 8
Region by LEA and Charter School

Southwest Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	**93,934**	**49.7**	**57.2**	**53.4**
Southwest Region	**20,489**	**49.2**	**56.5**	**52.8**
Anson	292	43.1	52.2	47.6
Cabarrus	1,385	52.4	61.8	57.1
Kannapolis City	346	46.4	54.9	50.6
Cleveland	717	50.5	57.3	53.9
Kings Mountain	334	49.8	56.9	53.3
Shelby City	215	50.4	57.1	53.7
Gaston	2,215	48.9	56.8	52.8
Hoke	426	46.8	51.3	49.0
Lincoln	836	51.2	59.1	55.1
Lincoln Charter**	14	49.1	59.8	54.6
Charlotte/Mecklenburg	7,335	48.7	55.6	52.1
Kennedy Charter**	2	*	*	*
Lake Norman**	81	50.6	64.5	57.6
Montgomery	334	45.4	54.6	50.0
Moore	891	49.8	58.2	54.0
MAST**	29	49.5	54.2	51.9
Richmond	590	45.8	52.3	49.1
Rowan-Salisbury	1,561	47.9	54.0	50.9
Scotland	490	47.1	53.3	50.2
Laurinburg Homework**	12	41.3	45.1	43.2
Stanly	779	51.3	58.6	54.9
Union	1,605	52.7	59.1	55.9

Northeast Region

	Number Tested	Reading Scale Score	Mathematics Scale Score	Total* Scale Score
State	**93,934**	**49.7**	**57.2**	**53.4**
Northeast Region	**6,292**	**48.0**	**54.6**	**51.3**
Beaufort	541	50.5	57.1	53.8
Bertie	286	44.5	50.8	47.7
Camden	104	49.8	58.0	53.9
Edenton/Chowan	205	47.9	56.3	52.1
Currituck	233	50.3	59.8	55.0
Dare	371	54.5	60.3	57.3
Edgecombe	557	46.1	52.5	49.3
Gates	137	51.2	58.1	54.6
Halifax	421	43.7	51.0	47.4
Roanoke Rapids City	224	49.6	58.2	53.9
Weldon City	75	41.8	47.0	44.4
Hertford	261	43.7	51.3	47.5
Hyde	47	46.5	53.0	49.7
Martin	363	45.0	52.1	48.5
Northampton	272	45.9	52.3	49.1
Elizabeth City/Pasquotank	436	47.2	54.0	50.6
Perquimans	145	47.3	56.1	51.7
Pitt	1,390	50.2	55.5	52.9
Tyrrell	72	44.3	51.6	47.9
Washington	152	45.5	50.7	48.1

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Table 12. 2000-2001 North Carolina Open-Ended Assessment Grade 4 Mean Total Scale Scores By LEA and Charter School

State	Mean Score*	2000-01 LEA Performance
	66.0	Quest Academy**
	...	
	64.0	Magellan**
	...	
	60.5	Cape Fear Center**
	...	
	59.5	Metrolina Regional**
	59.0	Elkin City
	58.5	Chapel Hill-Carrboro City
	58.0	Chatham Charter**
	57.5	Brevard Academy**, Mountain Community**, Polk
	57.0	Bridges**, STARS**
	56.5	Lincoln Charter**, Watauga
	...	
	55.0	Clay, Currituck, Franklin Academy**, River Mill Charter**, The Learning Center**
	54.5	Arapahoe**, Avery, Macon, Summit Charter**, Transylvania, Wake
	54.0	Buncombe, Cabarrus, Dare, Haywood, Henderson, Mitchell, Orange Co. Charter**, Roanoke Rapids City, Union
	53.5	Burke, Cherokee, Greensboro Academy**, Jackson, Johnston, Kings Mountain, Millennium**, New Hanover, Orange, Tiller School**, Union Academy**, Wilkes
	53.0	Alamance-Burlington, Alexander, Ashe, Onslow, Randolph
	52.5	Chatham, Davidson, Durham, Evergreen Community**, Graham, Lee, Mount Airy City, Phoenix Academy**, Yadkin
	52.0	Alleghany, Camden, Carteret, Catawba, Davie, Englemann**, Gates, Hickory City, Lincoln, Surry, Tyrrell
2000-01 State	51.5	Caswell, Cleveland, Gaston, Harnett, Nash-Rocky Mount, Pamlico, Rutherford, Sterling Montessori**, Wilson, Winston-Salem/Forsyth
	51.0	Charlotte/Mecklenburg, Clinton City, Craven, Kannapolis City, Madison, McDowell, Mooresville City, Rowan-Salisbury, Stanly, Stokes, Swain, Vance Charter**, Yancey
	50.5	Asheboro City, Beaufort, Caldwell, Duplin, Edenton/Chowan, Granville, Greene, Guilford, Iredell-Statesville, Lenoir, Moore, Pender, Rockingham, Sampson, Scotland, Shelby City, Whiteville City
1999-00 State	50.0	Asheville City, Brunswick, Cumberland, Elizabeth City/Pasquotank, Francine Delany**, Franklin, Perquimans
	49.5	Halifax, Hoke, Jones, Newton Conover City, Person, Pitt, Wayne
	49.0	Bethel Hill**, Columbus, Success Institute**, Thomasville City
	48.5	Bladen, Hyde, Martin, Vance, Weldon City
	48.0	Community Charter**, East Wake Academy**, Montgomery, S.B. Howard**, Village Charter**
	47.5	American Renaissance**, Edgecombe, Hertford, Piedmont Community**, Robeson, Warren
	47.0	Anson, Forsyth Academies**, Northampton, Research Triangle**, Richmond
	46.5	Bertie, C.G. Woodson**, Lexington City
	...	
	45.5	Washington
	...	
	44.5	Children's Village Academy**, Maureen Joy**, Northeast Raleigh**
	44.0	Haliwa-Saponi Tribal**, Rowan Academy**
	43.5	Carter Community**, Healthy Start**, Omuteko Gwamaziima**
	43.0	Rocky Mt Charter Public**
	...	
	41.5	SPARC Academy**, Sugar Creek**, Turning Point**
	...	
	***	Crossnore Academy**, Grandfather Academy**, Woods Charter**

*Scale scores are rounded up to the nearest half of a point (.5).

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***Data are not reported where number tested is fewer than five.

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Table 13. 2000-2001 North Carolina Open-Ended Assessment
Grade 8 Mean Total Scale Scores
By LEA and Charter School

State	Mean Score*	2000-01 LEA Performance
	67.5	Magellan**
	...	
	66.5	Exploris**
	...	
	63.0	Chapel Hill-Carrboro City, Quest Academy**
	...	
	61.5	Sterling Montessori**
	...	
	60.5	Watauga
	60.0	Brevard Academy**, Summit Charter**
	...	
	59.0	Polk
	58.5	Evergreen Community**
	58.0	Lake Norman**, Mount Airy City
	57.5	Avery, Cabarrus, Clay, Dare, Francine Delany**, Henderson, Mooresville City, Transylvania, Yancey
	57.0	Alleghany, Buncombe, Cherokee, Graham, Wake
	56.5	Arapahoe**, Downtown Middle**, Elkin City, Haywood, Johnston
	56.0	Asheboro City, Chatham, Jackson, Kestrel Heights**, Orange Co. Charter**, Thomas Jefferson**, Union, Yadkin
	55.5	American Ren. Middle**, Lincoln, Mitchell, Swain, Wilkes
	55.0	Ashe, Burke, Carteret, Catawba, Currituck, Gates, Lincoln Charter**, McDowell, River Mill Charter**, Stanly, Surry
	54.5	Alexander, Asheville City, Chatham Charter**, Davidson, Hickory City, New Hanover, Randolph, Stokes
	54.0	Alamance-Burlington, Beaufort, Caldwell, Camden, Cleveland, Davie, East Wake Academy**, Iredell-Statesville, Lee, Macon, Madison, Moore, Onslow, Orange, Pender, Roanoke Rapids City, Shelby City, Winston-Salem
2000-01 State	53.5	Clinton City, Craven, Kings Mountain, Newton Conover City
1999-00 State	53.0	Brunswick, C.G. Woodson**, Gaston, Guilford, Harnett, Lenoir, Pamlico, Pitt, Whiteville City, Wilson
	52.5	Bridges**, Charlotte/Mecklenburg, Edenton/Chowan, Rutherford
	52.0	Cumberland, Durham, MAST**, Perquimans, Rockingham, Sampson
	51.5	Bethany Community**, Bladen, Granville, Person, Quality Education**, The Learning Center**, Village Charter**, Woods Charter**
	51.0	Caswell, Duplin, Elizabeth City/Pasquotank, Franklin, Kannapolis City, Nash-Rocky Mount, Rowan-Salisbury, Wayne
	50.5	Scotland
	50.0	Columbus, Crossnore Academy**, Greene, Hyde, Montgomery, Thomasville City
	49.5	Alpha Academy**, Edgecombe, Lexington City, Northampton, Richmond
	49.0	Hoke, Rocky Mt Charter Public**, Vance
	48.5	Jones, Martin, Washington
	48.0	Anson, Bertie, Provisions Academy**, SPARC Academy**, Tyrrell
	47.5	Halifax, Hertford, Robeson
	47.0	Warren
	46.5	Imani Institute**, S.B. Howard**
	46.0	Grandfather Academy**
	...	
	44.5	Weldon City
	...	
	43.5	Laurinburg Homework**
	...	
	42.5	Carter Community**, Lift Academy**
	...	
	39.5	Omuteko Gwamaziima**, Success Academy**
	39.0	CIS Academy**
	...	
	***	Kennedy Charter**, Lakeside School**

*Scale scores are rounded up to the nearest half of a point (.5).

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